

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

December 13, 2017

10:15 am

*(or upon adjournment of the Committee on Affordability, Accountability
and Planning meeting, whichever occurs later)*

*CHAIR
Janelle Shepard*

*VICE CHAIR
Fred Farias III, O.D.*

*Arcilia C. Acosta
Ricky A. Raven
John T. Steen, Jr.*

*Andrias R. "Annie" Jones
Ex-Officio*

*Robert "Bobby" Jenkins, Jr.
Ex-Officio*

AGENDA

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to <http://www.thecb.state.tx.us/public-testimony>

- I. **Welcome and Committee Chair's meeting** overview
- II. Consideration of approval of the minutes for the September 27, 2017, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Report to the Committee on activities of the Learning Technology Advisory Committee
 - B. Report to the Committee on activities of the Apply Texas Advisory Committee
 - C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

TEXAS TECH UNIVERSITY

- (1) Doctor of Philosophy (PhD) degree with a major in Exercise Physiology

UNIVERSITY OF HOUSTON-CLEAR LAKE

- (2) Bachelor of Science (BS) degree with a major in Mechanical Engineering

UNIVERSITY OF TEXAS RIO GRANDE VALLEY

- (3) Master of Science (MS) degree with a major in Civil Engineering

UNIVERSITY OF TEXAS AT SAN ANTONIO

- (4) Doctor of Philosophy (PhD) degree with a major in Civil Engineering

- D. Consideration of adopting the Architecture and Construction Program of Study
Advisory Committee's recommendation relating to courses required for the
Construction Management Program of Study

Note: Highlighted items in gray are on the Consent Calendar

- E. Consideration of adopting the staff recommendation to the Committee relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names **beginning with "P" through "Z"**)
- F. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session*)
- H. LUNCH
- I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program
- J. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program
- K. Discussion of the 2017 report on the National Research University Fund
- L. Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory **Committee's recommendation to the Committee relating to changes in the ACGM**
- M. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Apply Texas Advisory Committee
 - (2) Learning Technology Advisory Committee
 - (3) Finance Field of Study Advisory Committee
 - (4) Marketing Field of Study Advisory Committee
 - (5) English Language and Literature Field of Study Advisory Committee
 - (6) History Field of Study Advisory Committee
 - (7) Political Science and Government Field of Study Advisory Committee
 - (8) Social Work Field of Study Advisory Committee
- N. Proposed Rules:
 - (1) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53 – 4.59, and 4.62 and proposed new Section 4.63 of Board rules concerning the Texas Success Initiative (*House Bill 2223, 85th Texas Legislature, Regular Session*)
 - (2) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program (*General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session*)

- (3) **Consideration of adopting the Commissioner's recommendation to the** Committee relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3 - 7.5, 7.7, 7.8, and 7.11 and proposed new Section 7.15 of Board rules concerning oversight of certain degree-granting colleges and universities other than Texas public institutions, and academic records maintenance, protection, and repository of last resort (*Senate Bill 1781, 85th Texas Legislature, Regular Session*)
- (4) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed new Chapter 9, Subchapter N, Sections 9.670 - 9.678 of Board rules concerning certain Baccalaureate Degree Programs (*Senate Bill 2118, 85th Texas Legislature, Regular Session*)
- (5) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 - 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee
- (6) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 - 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee
- (7) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 - 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee
- (8) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 - 27.627 of Board rules concerning the establishment of the Radio and TV Field of Study Advisory Committee
- (9) **Consideration of adopting the Commissioner's recommendation to the Committee** relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 - 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee

- O. Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University to establish a University System Center (USC) in Bryan, Texas

VI. Adjournment

NOTE: The Board will not consider or act upon any item before the Committee on Academic and Workforce Success at this meeting. This meeting is not a regular meeting of the full Board. Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Committee on Academic and Workforce Success is also being posted as a meeting of the full Board.

Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.

Please Note that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, please note that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Janelle Shepard, Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the September 27, 2017, Committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD**MINUTES****Committee on Academic and Workforce Success****1200 East Anderson Lane, Room 1.170****Austin, Texas****September 27, 2017, 10:45 am**(or upon adjournment of the Special Called Board meeting,
whichever occurs later)**Minutes**

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success (CAWS)* convened at 11:48 a.m. on September 27, 2017, with the following committee members present: Fred Farias, Vice Chair, presiding; Arcilia Acosta; Ricky Raven; and John Steen. Member(s) absent: Janelle Shepard, Chair.

Ex-Officio members present: Ex-Officio member, Bobby Jenkins; Andrias (Annie) Jones; Other Board Member(s) present: Stuart Stedman. Other Board Member(s) absent: Javaid Anwar.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Fred Farias, Vice Chair, called the meeting to order. Dr. Farias announced that the Chair, Mrs. Shepard, was unable to attend the meeting and that he would be presiding over the Committee on Academic and Workforce Success.
II. Consideration of approval of the minutes from the June 28 2017, Committee meeting	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.
IV. Public Testimony on Agenda Items	There was no public testimony for the Committee.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Committee on activities of the Graduate Education Advisory Committee	<p>Dr. Sonny Singh, Chair of the Committee, provided a brief summary of the committee activities.</p> <p>The Committee moved to item I. and recessed for lunch.</p>

AGENDA ITEM	ACTION
B. Report to the Committee on activities of the Certification Advisory Council	The Chair of the Certification Advisory Council was not able to attend the meeting. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided a brief summary of the latest activities.
C. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Southwest School of Art for a third Certificate of Authority to grant degrees in Texas	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
D. Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from the University of Houston-Downtown for a Bachelor of Science in Nursing (BSN) degree with a major in Nursing	On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.
E. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on school closures.
F. Consideration of adopting the staff recommendation to the Committee relating to the request from Cisco College for a Branch Campus Maintenance Tax Election	On motion by John Steen, seconded by Ricky Raven, the Committee approved this item.
G. Consideration of adopting the staff recommendation to the Committee relating to a request to establish a contract with The University of Texas at Austin for maintenance of the Apply Texas System	On motion by Ricky Raven, seconded by John Steen, the Committee approved this item.
H. Consideration of adopting the staff recommendation to the Committee relating to the approval of additional funding for Texas State University to continue providing professional development for institutions implementing corequisite models for underprepared students (<i>House Bill 2223, 85th Texas Legislature, Regular Session</i>)	On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.
I. LUNCH	The Committee recessed for lunch after Item V-A.

AGENDA ITEM	ACTION
<p>J. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> (1) Biology Field of Study Advisory Committee (2) Business Administration and Management Field of Study Advisory Committee (3) Criminal Justice Field of Study Advisory Committee (4) Kinesiology and Exercise Science Field of Study Advisory Committee (5) Psychology Field of Study Advisory Committee (6) Graduate Education Advisory Committee (7) Undergraduate Education Advisory Committee 	<p>On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>K. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for:</p> <ul style="list-style-type: none"> (1) Minority Health Research and Education Grant Program (2) Autism Grant Program 	<p>On motion by Ricky Raven, seconded by John Steen, the Committee approved this item.</p> <p>On motion by Arcilia Acosta, seconded by Ricky Raven, the Committee approved this item.</p>
<p>L. Proposed Rules:</p> <ul style="list-style-type: none"> (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter G, Sections 1.128 and 1.130 of Board rules concerning the Apply Texas Advisory Committee (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11 of Board rules concerning the Common Admission Application Forms (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendment to Chapter 9, Subchapter B, Section 9.22 and new Section 9.32 of Board rules concerning the required curriculum for commercial driver's license programs (<i>House Bill 29/Senate Bill 128, 85th Texas Legislature, Regular Session</i>) (4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the 	<p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p> <p>This item was on the Consent Calendar.</p>

AGENDA ITEM	ACTION
<p>proposed repeal of Chapter 9, Subchapter K, Sections 9.201 – 9.206 of Board rules concerning Tech-Prep Programs, Consortia, State Administration of Tech-Prep, consortium responsibilities, and evaluation of Tech-Prep programs and consortia (<i>Senate Bill 22, 85th Texas Legislature, Regular Session</i>)</p>	
<p>(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendment to Chapter 13, Subchapter J, Section 13.184 of Board rules concerning the Texas Fund for Geography Education Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter R, Sections 27.441 – 27.447 of Board rules concerning the establishment of the Finance Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter S, Sections 27.461 – 27.467 of Board rules concerning the establishment of the Marketing Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter T, Sections 27.481 – 27.487 of Board rules concerning the establishment of the English Language and Literature Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter U, Sections 27.501 – 27.507 of Board rules concerning the establishment of the History Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>(10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter V, Sections 27.521 – 27.527 of Board rules concerning the establishment of the Political Science and Government Field of Study Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>

AGENDA ITEM	ACTION
(11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter W, Sections 27.541 – 27.547 of Board rules concerning the establishment of the Social Work Field of Study Advisory Committee	This item was on the Consent Calendar.
M. Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in Electrical Engineering	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
N. Consideration of adopting the staff recommendation to the Committee relating to a request for a new degree program from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in Chemical Engineering	On motion by John Steen, seconded by Ricky Raven, the Committee approved this item.
VI. Adjournment	On motion by John Steen, seconded by Ricky Raven, the Committee adjourned at 1:43 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to ensure that meetings are efficient, and to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the Committee has a Consent Calendar for items that are noncontroversial. Any item can be removed from the Consent Calendar by a Board member.

Consent Calendar

V. Matters relating to the Committee on Academic and Workforce Success

- I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program
- J. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program
- M. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members(s) to:
 - (1) Apply Texas Advisory Committee
 - (2) Learning Technology Advisory Committee
 - (3) Finance Field of Study Advisory Committee
 - (4) Marketing Field of Study Advisory Committee
 - (5) English Language and Literature Field of Study Advisory Committee
 - (6) History Field of Study Advisory Committee
 - (7) Political Science and Government Field of Study Advisory Committee
 - (8) Social Work Field of Study Advisory Committee
- N. Proposed Rules:
 - (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program
(*General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session*)
 - (5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 - 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee
 - (6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 - 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee
 - (7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 - 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee
 - (8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 - 27.627 of Board rules concerning the establishment of the Radio and TV Field of Study Advisory Committee
 - (9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 - 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Committee, after staff has presented the item, or any other time as determined by the presiding chair.

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report to the Committee on activities of the Learning Technology Advisory Committee

RECOMMENDATION: No action required

Background Information:

Coordinating Board rules require advisory committees to report on committee activities on an annual basis. **This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence.** The Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education, and providing advice and recommendations to the Board. The committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board for its consideration. Dr. Michelle Durán, Assistant Vice President for Teaching and Learning at Texas A&M University-Kingsville, serves as chair of the committee, and Dr. Justin Louder, Assistant Vice Provost for eLearning at Texas Tech University, serve as co-chair.

The committee held four meetings in Fiscal Year 2017 and considered the following proposal for recommendation of approval:

- **Texas Tech University Health Sciences Center's proposal to offer** online a new Doctor of Nursing Practice (DNP) degree program with a major in Nursing Practice online

Additionally, LTAC is planning to conduct the second administration of its distance education and learning technologies survey to institutions of higher education in the state. The results of the first survey are currently available on the LTAC webpage. The committee is also revising and aligning the THECB *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* document with best practices from current research in distance education delivery. The committee was instrumental in establishing orientation meetings for higher education regional council chairs and institutional representatives, and in the development of a standardized off-campus program reporting template. The committee also provided valuable guidance and feedback on the development of the new THECB distance education portal.

Dr. Michelle Durán, Chair of LTAC, and Dr. Justin Louder, Co-chair, will provide a brief update of activities.

LEARNING TECHNOLOGY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education, and providing advice and recommendations to the Board. The Committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board.

Report Period: Fiscal Year 2016 (September 1, 2016 – August 31, 2017)

Chair: Michelle Durán (*elected 9/8/2017*)

Co-Chair: Justin Louder (*elected 9/8/2017*)

List of Committee members is attached.

Committee Meeting Dates:

September 9, 2016; November 9, 2016; March 1, 2017; May 26, 2017

Annual Costs Expended

Travel: \$22,574 (estimated committee member travel cost for four meetings)

Other: \$1,000 (materials and other direct cost)

Time Commitments:

Committee members spend approximately 6 to 8 days during the fiscal year for traveling and attending meetings. Coordinating Board staff spend approximately 5 to 7 days to prepare and attend meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

The committee held four meetings in Fiscal Year 2017 and considered the following proposals for recommendation of approval:

- Texas Tech University Health Sciences Center's proposal to offer a new Doctor of Nursing Practice (DNP) degree program with a major in Nursing Practice online

Additionally, LTAC is planning to conduct the second administration of its distance education and learning technologies survey to institutions of higher education in the state. The results of the first survey are currently available on the LTAC webpage. The committee is also revising and aligning the THECB *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* document with best practices from current research in distance education delivery. The committee was instrumental in establishing orientation meetings for higher education regional council chairs and institutional representatives, and in the development of a standardized off-campus program reporting template. The committee also provided valuable guidance and feedback on the development of the new THECB distance education portal.

LEARNING TECHNOLOGY ADVISORY COMMITTEE
Texas Higher Education Coordinating Board

CHAIR	CO-CHAIR
<p style="text-align: center;">Michelle Durán, Ph.D. (2018)* Assistant Vice President for Teaching and Learning Texas A&M University-Kingsville</p>	<p style="text-align: center;">Justin Louder, Ed.D (2018)* Associate Vice Provost for eLearning Texas Tech University</p>
COMMITTEE MEMBERS	
<p style="text-align: center;">Kelvin Bentley, Ph.D. (2020)* Vice President of Academic Affairs, TCC Connect Campus Tarrant County College District</p>	<p style="text-align: center;">Josh Book (2019)* Assistant Director, Office of Distance and Extended Learning Texas State University</p>
<p style="text-align: center;">Oneita Burgess (2018)* Director of REACH / eLearning Distance Learning Program Center The University of Texas-Permian Basin</p>	<p style="text-align: center;">Jimmy Byrd, Ph.D. (2018)* Associate Professor, Teacher Education and Administration Blinn College</p>
<p style="text-align: center;">Dena Coots (2020)* Director of Distance Education Alvin Community College</p>	<p style="text-align: center;">Ken Craver (2020)* Director, Distance Education Tyler Junior College</p>
<p style="text-align: center;">Vicki Freeman, Ph.D. (2020)* Department Chair & Professor University of Texas Medical Branch</p>	<p style="text-align: center;">Francisco Garcia (2019)* Director of Center for Online Learning and Teaching Technology The University of Texas-Rio Grande Valley</p>
<p style="text-align: center;">Mark Garcia (2020)* Dean of Strategic Initiatives Collin College</p>	<p style="text-align: center;">Janet Kamps (2019)* Coordinator, Distance Education Stephen F. Austin State University</p>
<p style="text-align: center;">Stephen Levey, Ed.D. (2019)* Associate Vice Chancellor, Instruction Services Houston Community College</p>	<p style="text-align: center;">Sherita Love, Ph.D. (2019)* Director of Distance Learning and Academic Technologies Texas A&M University-San Antonio</p>
<p style="text-align: center;">Jacqueline Lee Mok, Ph.D. (2019)* Vice President for Academic, Faculty, and Student Affairs The University of Texas Health Science Center at San Antonio</p>	<p style="text-align: center;">Pamela Morgan, Ph.D. (2020)* Director of Center for Continuing, Professional, & Distance Education Midwestern State University</p>

<p>Lynda Murphy, Ph.D. (2020)* Director of Teaching & Learning with Technology Texas Woman's University</p>	<p>Ms. Ana Pena (2019)* Distance Learning Manager South Texas College</p>
<p>Wendi Prater, Ph.D. (2020)* Associate Vice Chancellor LSC Online Lone Star College System</p>	<p>Marcela V. Ramirez (2018)* Director of Online Learning The University of Texas at San Antonio</p>
<p>Lydia Tena, Ed.D. (2019)* Northwest Campus Dean and Dean of Administration El Paso Community College</p>	<p>Mrs. Charleen Worsham (2019)* Director of e-Learning Kilgore College</p>
<p>Alicia Wyatt, Ed.D. (2019)* Associate Vice President for Academic Affairs for Academic Administration, Professor of Computer Science McMurry University</p>	
STUDENT REPRESENTATIVE	
<p>Ms. Jorden Meneghetti (2018)* The University of Texas at Austin PHONE: (415) 730-9737 E-MAIL: jorden.meneghetti@gmail.com</p>	
THECB STAFF MEMBERS	
<p>Andrew Lofters, Ph.D. Program Director Workforce, Academic Affairs and Research Division Texas Higher Education Coordinating Board</p>	
ADMINISTRATIVE SUPPORT	
<p>Christina Kelley PHONE: 512-427-6431 FAX: 512.427.6168 E-MAIL: christina.kelley@theccb.state.tx.us</p>	

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

May 26, 2017
10:00 a.m. – 3:00 p.m.

Members present: Patrick Pluscht, Chair, Michelle Durán, Co-chair, Patricia Ábrego, Ana Pena, Josh Book, Elizabeth Rodriguez, Jimmy Byrd, Charles DeSassure, Francisco Garcia, Janet Kamps, Justin Louder, Jacqueline Lee Mok (via phone), Charlene Stubblefield, Lydia Tena, Jason Woodall, Charleen Worsham (via phone), Alicia Wyatt

Members absent: Oneita Burgess, Roxanne Hill, Stephen Levey, Sherita Love, Jordan Meneghetti, Wendi C. Prater, Marcela V. Ramirez

Staff present: Andrew Lofters, Rex Peebles, Stacey Silverman, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Mr. Patrick Pluscht, Chair

Mr. Pluscht, Chair of the Learning Technology Advisory Committee, called the meeting to order at 10:07 am. He asked members to introduce themselves.

2. Consideration and approval of summary notes from the March 1, 2017 meeting – Mr. Pluscht

A motion was made to accept the summary notes from the March 1, 2017 meeting by Jimmy Byrd and was seconded by Jason Woodall. The motion was approved unanimously.

Mr. Pluscht announced that the update on the 85th Texas Legislature, Regular Session for the next agenda item will be moved to after lunch.

3. Coordinating Board Updates - Dr. Andrew Lofters

- a. State Authorization Reciprocity Agreements (SARA)

Jessica Action gave an update on Senate Bill 1731 and the removal of language restricting Texas' affiliation with the Southern Regional Education Board. A discussion ensued regarding the possibility of the THECB charging institutions and annual fee to cover the SREB affiliation fee for Texas to join the State Authorization Reciprocity Agreement (SARA). Ms. Acton also updated the committee on the revised institutional reporting requirements for SARA members.

- b. Distance Education Portal

Dr. Lofters updated the committee on the progress of the distance education portal. He is currently working on the directions that will be sent to the institutions for them to access the portal. It was requested by one of the committee members for the portal to send an email to the institutional portal manager, as well as the institution's chief academic officer, when a program has been

submitted for notification or approval to add a distance education delivery mode. It was also requested that the chief academic officer be notified of the name of the institutional distance education portal manager. It was moved by Dr. Michelle Durán and seconded by Dr. Justin Louder that LTAC members enter and certify their distance education data in the distance education portal by the end of June. Motion passed unanimously.

c. Higher Education Regional Council Orientation Meetings

Dr. Lofters and Dr. Durán gave an update on the spring 2017 HERC activities. Two meetings were held: a HERC chair orientation meeting on March 22 and a HERC representative orientation meeting on April 19. The meetings were hosted by Texas A&M University-Kingsville. A new standardized HERC reporting template was released to the institutions for future use.

d. Dual Credit Task Force

Dr. Rex Peebles gave an update on the dual credit task force. The dual credit task force was created by The University of Texas System and has garnered participation from various institutions of higher education, state agencies, and other organizations. The task force is examining the growth of dual credit after the last legislative session and whether the rapid growth affected the quality of dual credit. The task force may provide recommendations to the legislature in preparation for the next legislative session. The Dual Credit Task Force had only met once prior to the LTAC meeting date. The Task Force anticipates meeting every other month and has assigned workgroups to examine specific aspects of dual credit programs.

The question was raised to Dr. Peebles about the status of legislation in the current session that would allow community colleges to offer certain four-year degrees. Dr. Peebles and the committee discussed bills in the session regarding community colleges offering four-year degrees and their progress to date.

e. 85th Texas Legislature, Regular Session

This agenda item was moved to a time after lunch.

4. Update on the Undergraduate Education Advisory Committee (UEAC) discussion on third party instructional providers – Dr. Justin Louder

Dr. Louder reported his presentation to the UEAC on third party instructional providers. He felt that the committee did not appear to be aware of these alternative providers. Their concerns focused on the quality and rigor of the courses, the faculty qualifications, and how the courses will be transcribed by partnering institutions of higher education. The UEAC did not appear to view these courses as threats, because they felt they could refuse to accept the credits. Dr. Louder felt that the institutions will most likely have these types of course presented to them in the future as transfer credits from other institutions of higher education. He also stated that Quality Matters will be addressing the topic in a forum scheduled for the fall. Overall, he felt the UEAC was receptive to his presentation. Dr. Peebles added that particular attention needs to be given on how to vet third party providers.

5. Subcommittee breakout sessions

Mr. Pluscht suggested that the subcommittees meet for one hour and then break for lunch. Dr. Louder suggested that the 50-mile Radius/ HERC subcommittee members meet with one of the

other subcommittees, because the HERC activities were just reported. The LTAC committee would reconvene at 12:30 pm after the following subcommittee meetings:

- a. Principles of Good Practice Subcommittee;
- b. 50-mile Radius/HERC Subcommittee;
- c. Survey Subcommittee.

6. Lunch-LTAC reconvened at 12:53 pm.

Update on 85th Texas Legislature (moved from morning portion of agenda)

Dr. Ginger Gossman, Senior Director, Innovation and Policy Development, gave an update on the progress of Senate Bill 810 dealing with open educational resources (OER). The bill went through several iterations since it was introduced, with several changes made to the bill as a result of recommendations made by THECB staff. The faculty grant program, which is proposed to be administered by the THECB, was capped at \$200,000 for the biennium. This amount includes administrative costs to the THECB for operating the grant program. Funding for the feasibility study was redirected to the Coordinating Board. THECB will partner with Texas Education Agency, school districts, textbook publishers, the general OER community, and any other appropriate partners. Dr. Gossman mentioned that the concerns about SB 810 expressed by the LTAC during the May 26 meeting were expressed to the legislature.

A question was raised as to what the grant money would be used for. Dr. Gossman explained that the funds would be used to encourage faculty to move from traditional textbooks to OER. Faculty who received the grant would report the number of students that completed the OER designed course, an estimate of the amount of money saved by a student completing an OER designed course, a description of the OER used in the course, the number of faculty that adopted the use of OER in the course, and any other information that the THECB deems relevant for the success of the grant program.

Discussions also covered the possible establishment of an OER repository, the possible reason for adding textbook publishers in the feasibility study portion of the bill, and whether the language of all three tracks of the bill were identical.

7. Subcommittee updates and consideration of subcommittee proposals

a. Principles of Good Practice Subcommittee

Dr. Durán reported that the process for revising the Principles of Good practice has been going on for about two years. The subcommittee is in the process of cross-referencing and validating the link between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements, Council of Regional Accrediting Commissions (C-RAC) guidelines, Online Learning Consortium (OLC) Quality Score Card, and QM Rubric used in developing the revised Principles of Good practice. The committee plans on reviewing the documents by the end of June. They plan on sending the information to the HERC's and other organizations for comments. They plan to have a completed document by the next meeting, in order to go before the Committee on Academic and Workforce Success by December and the Board for final approval in January.

b. Survey Subcommittee

Mr. Pluscht reported that the subcommittee concentrated on what questions to add to the current survey. The input for this decision was taken from new question recommendations submitted by

those who participated in the last survey. There were 35 submitted questions to review and the subcommittee picked six questions to add to the survey. Mr. Pluscht stated that he would type the questions and resubmit them to the subcommittee for them to confirm their agreement. The questions would then be sent back to the THECB data collection committee for review and approval. The subcommittee also discussed ways to increase the response rate from institutions by verifying the correct distance education/learning technology contacts at the institutions. The subcommittee proposes to administer the new version of the survey in late August.

8. Discussion of future agenda items and meeting dates – Mr. Pluscht

Dr. Lofters proposed the next date for the meeting as September 8, 2017. The committee ultimately agreed with the September 8 date.

9. Adjournment

TEXAS HIGHER EDUCATION COORDINATING BOARD

Summary Notes

**Learning Technology Advisory Committee Meeting
1200 East Anderson Lane, Board Room, Austin, Texas
March 1, 2017, 10:00 a.m. – 3:00 p.m.**

The webcast of this meeting is available at the following link: <http://www.thecb.state.tx.us/apps/Events/>

AGENDA ITEM	ACTION
1. Welcome, introductions, and call to order.	<p>The Committee convened at 10:03 a.m.</p> <p>The following committee members were present: Patricia Abrego, Texas A&M International Univ Josh Book, Texas State University Oneita Burgess, UT – Permian Basin Jimmy Byrd, Blinn College Charles DeSassure, Tarrant County College Michelle Durán, Texas A&M Univ – Kingsville Francisco Garcia, UT-Rio Grande Valley Roxanne Hill, Vernon College (Tele) Janet Kamps, Stephen F. Austin State University Stephen Levey, Houston Community College Justin Louder, Texas Tech Univ Sherita Love, Texas A&M Univ – San Antonio Jacqueline Lee Mok, UT Health Science – San Antonio Jorden Meneghetti, UT Austin (student rep.) Patrick Pluscht, Univ of North Texas Wendi Prater, Lone Star College System Online Marcela Ramirez, UT-San Antonio Charlene Stubblefield, Prairie View A&M Univ Lydia Tena, El Paso Community College (Tele) Jason Woodall, Lamar Institute of Technology Charleen Worsham, Kilgore College Alicia Wyatt, McMurry University (Tele)</p> <p>The following committee members were absent: Erasmus Addae, South Texas College</p> <p>Coordinating Board Staff present: Andrew Lofters, Program Director Elizabeth Steele, Program Director James Goeman, Assistant Director Garry Tomerlin, Deputy Assistant Commissioner</p>
2. Consideration and approval of summary notes/minutes from the November 9, 2016 meeting.	<p>Correction on item 6b from Ms. Duran to Dr. Duran. Motion to approve minutes as corrected made by Jacqueline Mok, seconded by Jimmy Byrd. Motion passed.</p>
3. Discussion of THECB guidance on policies related to technical learning and distance	<p>The following categories were discussed: a) 60x30TX</p>

AGENDA ITEM	ACTION
learning – Andrew Lofters	b) Unnecessary Duplication (50 mile radius and Online Capacity) c) RAND Report Online Quality Policy d) GEAC Strategic Plan
a) 60x30TX	<p>Garry Tomerlin provided information about the THECB's 60x30TX statewide plan.</p> <p>Questions, comments, and concerns were voiced and included: students finishing school with lots of debt, but no degree; students drawn to money of job instead of going to school; enticements for students; students earnings and benchmarks aligned with credits and earnings and how these are being identified and calculated; and specifics on learning technology in this plan.</p> <p>Comments addressing these concerns included the focus and highlighting of Fields of Study and Programs of Study; Pathway Projects; and considering the role of LTAC impacting the state plan.</p>
b) Unnecessary Duplication * 50-mile radius notification * Online Capacity	<p>Andrew Lofters provided information and posed the following questions/ concerns for committee discussion:</p> <ul style="list-style-type: none"> • 50-mile Radius Notification – is this a feasible measure. What is LTAC's advisement to the Board on this? • Online Capacity – Is automated considered statewide? Or is targeting for a specific region? When is there a capacity for online program? Is there a point of over-duplication? <p>Committee comments and discussion included: Marketing for online feels in competition with other programs; there are many variables to online learning such as "social" contributions; concerns about online being singled out compared with face-to-face and how more regulations online will affect enrollment; delivery methods should be considered not regulated, programs should be regulated; there is online enrollment growth at institutions; if the Coordinating Board starts limiting online programs how can we be sure which school gets what program; need to be aware of how SARA sees Texas putting limitations that other states may follow suit; Virtual College Texas (VCT) good idea on paper; "distance learning" definition may vary institution to institution and this could confuse students; and what does the Coordinating Board feel we need from a statutory role?</p>

AGENDA ITEM	ACTION
c) RAND Report Online Quality Policy	<p>Andrew Lofters provided summation about the RAND Report. Andrew highlighted comment that online learning in the state focus is on masters' programs. Additionally, recommendations to the Coordinating Board mentions LTAC and relates to the Principles of Good Practice (PGP).</p> <p>James Goeman shared that he feels RAND Report recommendations are just that, and the Coordinating Board is doing most of these already. Andrew shared that trainings are in place as programs must agree with the PGP.</p> <p>PGP is being reviewed and revised. Suggestion to ask program if their online program is meeting the PGP. James said this suggestion was a good start as ideas are collected for addressing the RAND recommendations.</p>
d) GEAC Strategic Plan	<p>James Goeman gave a summary and review of the Graduate Education Advisory Committee (GEAC) Strategic Plan.</p> <p>Points highlighted included the relationship to 60x30TX; looking to LTAC for input; considering RAND Report recommendations; possibility for joint meeting; and data driven plan and trends.</p> <p>Questions to LTAC:</p> <ol style="list-style-type: none"> 1. Identify set of standards for online masters' programs. 2. How to gauge duplication/ market saturation of online programs? Are there guiding principles? 3. How can online education address goals in Strategic Plan related to completion and student debt goals of the 60x30TX? <p>Recommended that GEAC list LTAC as an agenda item so LTAC feedback can be provided at their next meeting.</p>
<p>4. Lunch</p> <p>Originally Item #7. Moved to Item #4.</p>	<p>The Committee took a short break for lunch at 12:02 p.m.</p> <p>The Committee returned and resumed the meeting at 12:38 p.m.</p>
<p>5. Discussion of competency-based education and prior learning assessment – Jennifer Nailos</p> <p>Originally Item #4. Moved to item #5.</p>	<p>Jennifer Nailos provided overview and information on competency-based education and prior learning assessment and related funding opportunities.</p> <p>Q: Regarding regular college barriers, how can we compete with other CBE institutions?</p>

AGENDA ITEM	ACTION
	<p>Challenges arise as institutions move further from traditional models.</p> <p>Q: Consider, who is your target audience?</p> <p>Q: Is there any data on how students are meeting student learning outcomes?</p> <p>Student data for the TABE program is being collected. SNHU collaborates/partners with industry. Handouts on CBE were provided to committee.</p>
<p>6. Update on State Authorization Reciprocity Agreements – Jessica Acton</p> <p>Originally Item #5. Moved to item #6.</p>	<p>Jessica Acton provided update on SARA. NC SARA currently has 47 states and DC as members. Currently Texas has 89 participating institutions. 39 have renewed participation. NC SARA reporting cycle is coming up.</p> <p>Fee structure was discussed. Texas pays \$50,000/year to participate in NC SARA. The Coordinating Board has covered fees. Request to legislature to cover FY18 and FY19. If funding is not received, will need to request funds from institutions; 89 institutions is about \$600/each.</p> <p>Q: Who is not in SARA? Florida, Massachusetts, and California.</p> <p>Q: Electronic Campus database? NC SARA is looking to expand it on a national scale. Because of the number of institutions participating this is a large undertaking.</p>
<p>7. Subcommittee breakout sessions</p> <p>Originally item #6. Moved to item #7.</p>	<p>Subcommittees did not breakout into groups.</p>
<p>8. Update on current activities of Innovation and Policy Development – Ginger Gossman</p> <p>Originally item #9. Moved to item #8.</p>	<p>Ginger Gossman discussed her analysis of SB 810 relating to open educational resources.</p> <p>Questions/Comments: Faculty understood that they must write these. Could be for new or existing courses. Coordinating Board would be making rules for this. Challenge could be the continuation, and the details. How can this be sustained? Interest to develop depository. Outcomes? Details about and money and where it will come from.</p> <p>Section 6 repository, feasible study to develop repository library. Coordinating Board have reviewed this and have made suggestions.</p> <p>What is the impact for undergraduates/ graduates? Has the Coordinating Board thought about how the</p>

AGENDA ITEM	ACTION
	<p>Coordinating Board would compose rules? Would the Coordinating Board come to LTAC with this? Standard process and required staff would be involved. LTAC is a valuable resource.</p> <p>Andrew Lofters clarified that the bill was just introduced. It is a long process involved including the rule making process. Committee members felt this was very encouraging. What about course share? How this is contributing to the repository for assignments and courses, especially with high school programs. Student debt and affordability is concern. Co-op bookstore? Consider looking at their bookstore to try to keep book costs low. Publishers re very aware of OER. Big bookstores are also reacting and trying to get on board with OER.</p> <p>This is tied to the 60x30TX student debt goal.</p>
<p>9. THECB Updates – Andrew Lofters</p> <p>Originally item #10. Moved to item #9.</p>	<p>Andrew Lofters provided Coordinating Board updates.</p> <p>a. Charlene Stubblefield will be LTAC recorder, beginning at the next meeting.</p> <p>b. An email will go out about participation in district meeting (teleconference). We encourage face-to-face meetings, as this adds value. Some committee members voiced challenges in traveling to meetings.</p> <p>c. Distance Education Portal.</p> <ol style="list-style-type: none"> 1) Andrew will send link to the committee. 2) Committee will be asked to review and update as necessary. 3) Demonstration of portal will be given. <p>A user name password is required. Committee is asked to respond with feedback on the data and application, before next meeting.</p>
<p>10. Discussion of future agenda items and meeting dates – Mr. Pluscht</p> <p>Originally item #11. Moved to item #10.</p>	<p>Andrew Lofters will send a doodle poll to determine next LTAC meeting date.</p> <p>Proposed agenda items:</p> <ul style="list-style-type: none"> • Dual Credit • Feedback process on GEAC strategic plan • OER Update • Pending Bills

AGENDA ITEM	ACTION
<p>11. Subcommittee updates and consideration of subcommittee action items:</p> <ul style="list-style-type: none"> a. Principles of Good Practice Subcommittee b. 50-mile Radius/HERC Subcommittee c. Survey Subcommittee <p>Originally item #8. Move to item #11.</p>	<p>Subcommittee topics were discussed.</p> <ul style="list-style-type: none"> a. Principle of Good Practice (PGP) Subcommittee – Michelle Duran shared that PGP document will be presented at TXDLA; going to leverage HERC item; and asking folks to provide feedback about presenting on this topic. b. 50-mile Radius/HERC Subcommittee – Justin Louder shared that there was no new information/update on the 50-mile Radius issue. Andrew Lofters shared that they are getting dates for HERCs to meet; to be hosted through Texas A&M Kingsville virtual meeting; doodle poll is out; notice going only to chairs; HERCs are by chair. c. Survey Subcommittee – Patrick Pluscht shared that there was no new information/update at this time. He will send out a survey on the survey.
<p>12. Adjournment</p>	<p>The meeting adjourned at 2:57 p.m.</p>

TEXAS HIGHER EDUCATION COORDINATING BOARD

Summary Notes/Minutes

Learning Technology Advisory Committee Meeting

1200 East Anderson Lane, Board Room, Austin, Texas

November 9, 2016, 10:00 a.m. – 3:00 p.m.

The webcast of this meeting is available at the following link: <http://www.thecb.state.tx.us/apps/Events/>

AGENDA ITEM	ACTION
1. Welcome, introductions, and call to order.	<p>The Committee convened at 10:07 a.m.</p> <p>The following committee members were present: Patricia Abrego, Texas A&M International Univ Erasmus Addae, South Texas College (Tele) Josh Book, Texas State University Jimmy Byrd, Blinn College Michelle Durán, Texas A&M Univ – Kingsville Francisco Garcia, UT-Rio Grande Valley Roxanne Hill, Vernon College (Tele) Stephen Levey, Houston Community College Justin Louder, Texas Tech Univ Sherita Love, Texas A&M Univ – San Antonio Jacqueline Lee Mok, UT Health Science – San Antonio Patrick Pluscht, Univ of North Texas Charlene Stubblefield, Prairie View A&M Univ Lydia Tena, El Paso Community College (Tele) Jason Woodall, Lamar Institute of Technology Charleen Worsham, Kilgore College Alicia Wyatt, McMurry University (Tele)</p> <p>The following committee members were absent: Oneita Burgess, UT – Permian Basin Charles DeSassure, Tarrant County College Janet Kamps, Stephen F. Austin State University Wendi Prater – Lone Star College System Online Jorden Meneghetti – UT Austin (student rep.)</p> <p>Coordinating Board Staff present: Andrew Lofters, Program Director Elizabeth Steele, Program Director Stacey Silverman, Deputy Assistant Director</p>
2. Consideration and approval of summary notes/ minutes from the September 9, 2016 meeting.	<p>No corrections needed. Motion to approve minutes made by Jacqueline Mok, seconded by Steve Levey, the Committee approved this item.</p>
3. Discussion of Texas Tech University health Sciences Center's proposed distance Education Doctor of Nursing Practice (DNP) Program – Doctoral Proposal Subcommittee Members/	<p>Jacqueline Mok presented review from the Doctoral Proposal Subcommittee. Dr. Barbara Cherry, from Texas Tech Health Sciences, was available via teleconference, to answer questions and provide additional information to</p>

AGENDA ITEM	ACTION
Institutional Representatives	the LTAC group. Dr. Cherry clarified that the health science platform is separate from TTU.
4. Consideration of recommendation regarding Texas Tech University Health Sciences Center's proposed Distance Education Doctor of Nursing Practice (DNP) Program – Mr. Pluscht	<p>Dr. Cherry asked Dr. Lofters for clarification on the procedure.</p> <p>Motion to recommend Texas Tech University Health Sciences Center's proposed Distance Education Doctor of Nursing Practice (DNP) Program made by Justin Louder. Motion seconded by Jason Woodall. The committee approved this item.</p>
5. Discussion of SREB affiliation fees for SARA Participation.	<p>Comments reflected on how at the last LTAC meeting, Dr. Peebles mentioned placing \$50,000/fee SREB cost to the colleges. An impromptu survey of LTAC members was taken to determine view on this matter.</p> <p>Majority of the committee were in favor of sharing the cost. Main concern was on how the fee would be divided amongst the colleges. Request was made for simplicity in setting the fee when it's done.</p> <p>QUESTIONS: Is there a commitment even if membership expires? Is there a possibility of requesting money from the legislature?</p>
6. Subcommittee meeting and then updates: a. 50-mile Radius/HERC Subcommittee b. Principles of Good Practice Subcommittee c. Survey Subcommittee	Committee members broke into subcommittees and met to discuss subcommittee topics.
7. Lunch	<p>The Committee continued meeting in subcommittee groups during lunch.</p> <p>The Committee returned and resumed the meeting at 12:16 p.m.</p>
Subcommittees provided updates.	a. 50-mile Radius/HERC Subcommittee – Justin Louder Subcommittee discussed mileage radius, and if the problem still exists. Subcommittee is asking the Coordinating Board to send a reminder to the CAO's about the HERC requirement and the 50-mile rule to off-campus classes. Also, recommending that the survey to colleges include the 50-mile rule, and ask if it is working for them; is the notification sufficient? Subcommittee is also asking the Coordinating Board to come up with HERC document and to add to document about when the notification is required and notification of approval requirement. After review of results of these surveys and queries, rule may need to be modified. A HERC Chair Orientation is still

AGENDA ITEM	ACTION
	<p>planned. This would be held for HERC representatives, and would be especially beneficial for new members. Mr. Pluscht asked if could identify to whom the survey should be targeted to at the institution. Mr. Louder shared that group will get together in the spring to have questions for the survey. Was recommended that perhaps more than one survey be done with combined information. Subcommittee deliverables: HERC Form, Survey for 50-mile notification rule, draft letter from Coordinating Board for these items.</p> <p>b. Principles of Good Practice Subcommittee – Michelle Duran Dr. Duran thanked Michele Betancourt (prior subcommittee chair) for prior efforts on this matter. Subcommittee reviewed what is there as it relates to distance education. Information will be reviewed by members and schools. Subcommittee deliverable: Draft of Principles of Good Practice at next LTAC meeting with feedback. By end of academic year, finalized document should ready to go forward.</p> <p>c. Survey Subcommittee – Patrick Pluscht Mr. Pluscht confirmed that link for survey will be forwarded to CAO's. Subcommittee requested email about survey be sent out from Dr. Peebles to the schools. Subcommittee reviewed a couple of survey questions that needed further consideration and omitted some and identified others, that may need further discussion. Subcommittee deliverable: Beta test version will be made ready; when link for survey works and is ready, letter will be sent out to institutions. Deadline in about March with conference presentation of findings.</p>
<p>8. THECB Updates – Dr. Andrew Lofters</p> <p>Originally Agenda Item #9</p>	<p>SARA – No new information or updates.</p> <p>Distance Education Database – Tracking log will be available beginning November 18th. Ms. Duran asked if HERC/50-mile Subcommittee could check out database to see what is there, and if it may apply and/or duplicate subcommittee's efforts.</p> <p>Third Party Providers – Dr. Lofters has been asked to present to the Undergraduate Education Advisory Committee (UEAC) at meeting in April, to see if this has come up for LTAC committee. LTAC members were invited to co-present on this topic at the UEAC meeting.</p>

AGENDA ITEM	ACTION
<p>9. Update on current activities from Dr. Tracey Armstrong – Director of Innovation/Innovation and Policy Development</p> <p>Originally Agenda Item #8</p>	<p>Dr. Armstrong provided information on financial literacy. She discussed iPass system and efforts targeted for student success. She asked for ideas about institutional success and planning approaches. She spoke about Learning Relationship Management (LRM) Systems. She also spoke about the Texas Affordable Baccalaureate Expansion (TABE) Grant Program. QUESTIONS: How can LTAC provide advise/input on this program and use of technology? What is LTAC's role with online courses? Does LTAC want to, or feel there is a need to, review masters programs? If technology delivery is involved in these other areas, with the learning process with technology (digital, competency based, etc.), does LTAC have an interest in this type of element? When is it in LTAC's purview to review and if feedback should be provided. LTAC group affirmed that information needs to be gathered and issue further discussed.</p> <p>Jen Nailos, THECB Program Director, provided additional information about the TABE Program grant and elements as they relate to LTAC. Dr. Nailos also gave status data about the grant process on this project.</p>
<p>10. Discussion of future agenda items and meeting dates – Mr. Pluscht</p>	<p>Next LTAC meeting date: Wednesday, March 1st, 2017.</p> <p>Agenda items:</p> <ul style="list-style-type: none"> • Request guidance from THECB on areas of technical learning and distance learning as it applies to these committees • Competency-Based Education and Prior Learning Assessment - QUESTIONS: What are outcomes, techniques, overlaps? Is there a lack of interaction between faculty and student? • Subcommittees to meet and report • Open Educational Resources • Updates or new legislation introduced • Master degree proposals – QUESTION: Do master's programs online need the same scrutiny as doctoral programs online? Dr. Silverman thanked the LTAC group and confirmed that bachelor and masters programs have a streamlined process on the distance learning portion to ensure significant components are considered in this process. The Principles of Good Practice Subcommittee will review process and provide feedback at next meeting.
<p>11. Adjournment</p>	<p>The meeting adjourned at 2:10 p.m.</p>

TEXAS HIGHER EDUCATION COORDINATING BOARD
Summary Notes/Minutes
Learning Technology Advisory Committee Meeting
1200 East Anderson Lane, Board Room, Austin, Texas
September 9, 2016, 10:00 a.m. – 3:00 p.m.

The webcast of this meeting is available at the following link: <http://www.thecb.state.tx.us/apps/Events/>

AGENDA ITEM	ACTION
1. Welcome, introductions, and call to order.	<p>The Committee convened at 10:06 a.m.</p> <p>The following committee members present:</p> <p>Patricia Abrego, Texas A&M International Univ Erasmus Addae, South Texas College Josh Book, Texas State University Oneita Burgess, UT – Permian Basin Michelle Durán, Texas A&M Univ – Kingsville Francisco Garcia, UT-Rio Grande Valley Janet Kamps, Stephen F. Austin State University Stephen Levey, Houston Community College Justin Louder, Texas Tech Univ Sherita Love, Texas A&M Univ – San Antonio Jacqueline Lee Mok, UT Health Science – San Antonio Patrick Pluscht, Univ of North Texas Charlene Stubblefield, Prairie View A&M Univ Lydia Tena, El Paso Community College Jason Woodall, Lamar Institute of Technology Charleen Worsham, Kilgore College Alicia Wyatt, McMurry University</p> <p>The following committee members were absent:</p> <p>Jimmy Byrd, Blinn College Perla Canales, Laredo Community College Charles DeSassure, Tarrant County College Roxanne Hill, Vernon College Chantell Hines, Lone Star College System Sunay Palsole, UT – San Antonio Jorden Meneghetti – UT Austin (student rep.)</p> <p>Coordinating Board Staff present:</p> <p>Andrew Lofters, Program Director Elizabeth Steele, Program Director James Goeman, Assistant Director</p>
2. Election of new Chair	<p>Nominations for Chair were made for the following:</p> <ul style="list-style-type: none"> • Michelle Duran • Patrick Pluscht • Justin Louder

AGENDA ITEM	ACTION
	<p>Motion made to close nominations for Chair by Steve Levey. Motion seconded by Jaqueline Mok. Motion approved unanimously. Silent vote was made. Patrick Pluscht voted as Chair.</p>
<p>3. Election of new Co-Chair</p>	<p>Nomination for Co-Chair were made for the following:</p> <ul style="list-style-type: none"> • Michelle Duran • Justin Louder <p>Motion made to close nominations for Co-Chair by Jason Woodall. Motion seconded by Lydia Tena. Motion approved unanimously. Silent vote was made. Michelle Duran voted as Co-Chair.</p>
<p>4. Consideration and approval of summary notes/ minutes from the June 15, 2016 meeting.</p>	<p>No corrections needed. Motion to approve minutes made by Jason Woodall, seconded by Jacqueline Mok, the Committee approved this item.</p>
<p>5. Discussion of alternative education providers – Justin Louder</p>	<p>Discussion lead by Dr. Louder. Alternative education providers were described as third-party vendors that allows a student to test out or CLEP out (dispersed by third-party), that equals a certain number credits that would be transferred to other institutions. Committee member asked if these alternative education providers were like CBE, as these vendors seem to target CBE. Concerns discussed included effect on transfer student credits and quality of these classes. It was suggested that a survey be done (or added to existing LTAC survey) to find out effect with other institutions. Concerns also mentioned included effect in UEAC if some of these "classes" are core courses. Patrick Pluscht suggested a beta survey with a couple of questions about this particular topic, especially as several of these are online, asking if outcomes help student success, about faculty credentials, and competition concerns with other institutions, like community colleges. Additional concerns voiced were with core competencies, dual credit, and accreditation.</p> <p>Jacqueline Mok made motion to request the Coordinating Board committees (UEAC and ACGM) discuss status of alternative education providers. Michelle Duran seconded the motion. Steve Levey added to motion, for the Coordinating Board to provide feedback to LTAC, especially on UEAC's comments. The committee voted to approve this motion.</p> <p>Jacqueline Mok made motion to request Justin Louder develop a beta survey to identify practices in institutions, especially with online vendors, and to share the outcomes</p>

AGENDA ITEM	ACTION
	with LTAC. Jason Woodall seconded the motion. The committee voted to approve this motion.
6. Update on and consideration of Principles of Good Practice for Academic Degree and Certification Programs and Credit Courses Offered Electronically – Principles of Good Practice subcommittee	Michelle Duran provided information and reported on this activity. She provided a hand out of subcommittee information and data to date. Advisory committee members thanked the subcommittee for their efforts.
7. Update on and discussion of 50-mile radius area notification requirement for off-campus courses and programs – Justin Louder and 50-mile radius/HERC subcommittee	<p>Justin Louder provided information and reporting on this activity. He explained that the 50-mile radius, et al subcommittee and HERC subcommittee will be separated. The 50-mile radius, et al is about the notification to institutions. This matter may need to be revisited and discussed, and possibly modified; especially in how it may effect metro areas.</p> <p>Question: Can the Coordinating board create a database that shows schools within the 50-mile radius? Andrew Lofters explained the 50-mile policy notification procedure.</p> <p>Question: Is there a suggestion on changing the name or defining the rules, i.e. based on an area? Suggested that the name may need updating. Andrew explained that one of the main functions of the Coordinating Board is to avoid duplication. This is why the policy is in place.</p> <p>Question: Was this addressed in recent rules? James Goeman provided some additional information about this policy. Confirmed that this is in place for public institutions. Private institutions do not have to adhere to this rule.</p> <p>Suggestions for updating rule included method to be based on population, or updating the Higher Education locator map. Andrew asked for the subcommittee to meet and then provide information back to Advisory Committee.</p> <p>Justin recommended that the 50-mile radius, et all and HERC subcommittees stay as one subcommittee, and take on this charge.</p> <p>Michelle Duran gave information on the HERC part and suggestions of things that will take place, such as orientation for HERC chairs in October. Andrew discussed the hand-outs of information and template. Currently only lower division items goes to HERC. It was recommended that the template be updated to include dual credit. Michelle confirmed it will be updated and clarified.</p>

AGENDA ITEM	ACTION
8. Lunch	<p>The Committee took a short break for lunch at 11:45 a.m.</p> <p>The Committee returned and resumed the meeting at 12:30 p.m.</p>
<p>9. Introduction of Dr. Tracey Armstrong – Director of Innovation/ Innovation and Policy Development</p> <p>(originally Agenda Item #11)</p>	<p>Dr. Tracey Armstrong provided information about her background and her current role with the Coordinating Board. She requested to be included and/or invited to meetings that included topics related to Innovation and/or Policy Development. Request was made for Dr. Armstrong to participate with the Texas Distance Learning Association (TxDLA).</p>
<p>10. Update on and consideration of Institutional Survey of Learning Technology – Patrick Pluscht and Survey subcommittee</p> <p>(originally Agenda Item #9)</p>	<p>Patrick Pluscht provided information and reported on this activity. He provided a hand out of subcommittee information and outcomes to date. Discussion took place about survey structure and appearance. It was suggested that the 50-mile radius, et al beta survey be conducted with the LTAC group first, before inclusion in Institutional Survey. Dialogue continued regarding the distribution method of final survey, where survey results will be made available and to whom, and timeline. It was suggested that process begins in mid-October; survey results be made available on the LTAC webpage, and that emails be made to leadership at institutions and contacts who completed survey. Comments were also made regarding whether survey be done annually, will it be used it identify trends, should it require logins for scaffolding sections, and the Coordinating Board's role in this process. Subcommittee will discuss and report.</p>
<p>11. Subcommittee member selections (Doctoral Proposal, Survey, Principles of Good Practice, 50-mile radius/HERC)</p> <p>(originally Agenda Item #10)</p>	<p>Andrew Lofters described information on hand-outs that listed current subcommittees and membership. Final subcommittee list and updated members as follows:</p> <ul style="list-style-type: none"> • Doctoral Proposal Pre-Review Subcommittee <ul style="list-style-type: none"> ◦ Jacqueline Mok (Chair), Patricia Abrego, Erasmus Addae, Jimmy Byrd, and Jason Woodall • Principles of Good Practice Subcommittee <ul style="list-style-type: none"> ◦ Michelle Duran (Chair), Oneita Burgess, Jimmy Byrd, Steve Levy, Justin Louder, Sherita Love, Francisco Garcia, Charleen Worsham • 50-mile radius/HERC Subcommittee <ul style="list-style-type: none"> ◦ Justin Louder (Chair), Janet Kamps, Oneita Burgess, Josh Book, Michelle Duran, Roxanne Hill

AGENDA ITEM	ACTION
	<ul style="list-style-type: none"> • Institutional Survey on Learning Technology Subcommittee <ul style="list-style-type: none"> ◦ Patrick Pluscht (Chair), Erasmus Addae, Jacqueline Mok, Justin Louder, Charleen Worsham, Charlene Stubblefield, Alicia Wyatt, Lydia Tena
12. THECB Updates (SARA, Distance Education Database/ Inventory, New Distance Education Bachelor's and Master's Degree Proposal Form) – Andrew Lofters	Updates were provided for the following topics: <ul style="list-style-type: none"> • SARA – There are approximately 80 institutions participating in Texas, and approximately 42 states nationally. • Distance Education Database/Inventory – This is in the production phase. A brief history about this activity was provided. Currently it is limited to public institutions. LTAC committee volunteers to test use of database. Also need to verify efforts are not being duplicate with those for HERC review. • New distance Education Bachelor's and Master's Degree Proposal Form – If this is submitted, Principles of Good Practice will be included. Process will also be streamlined.
13. Discussion of future agenda items and meeting dates – Patrick Pluscht	Possible future meeting dates. Suggestion proposed to schedule LTAC meetings about one month prior to CAWS. Suggestion made to push meetings to six weeks prior to CAWS. (Proposed: Nov, Jan, Feb) Possible future agenda items: <ul style="list-style-type: none"> • Alternative education providers • Subcommittee updates
14. Adjournment	The meeting adjourned at 2:26 p.m.

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Report to the Committee on activities of the Apply Texas Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Apply Texas Advisory Committee (ATAC) is a statutory committee comprised of 24 representatives of Texas public and private institutions of higher education. The ATAC has been in operation since 1997, when Senate Bill 150 created Texas Education Code, Section 51.762, which called for the Coordinating Board, with the assistance of an advisory committee of college representatives, to adopt by rule a common admissions application for use by a person seeking admission as a freshman student to a general academic teaching institution. Later amendments to the statute expanded the assignment to include applications for admission to public two-year institutions and for undergraduate transfers.

The Apply Texas System includes outreach resources called the Counselor Suite to help high school counselors track their students' progress toward admission to college and in applying for financial aid for college. In FY2017, more than 1.5 million applications were submitted through the System. Almost 1,300 high school counselors accessed the Apply Texas Counselor Suite to determine their students' status in applying for admission and financial aid. Although individual colleges may charge admission fees, the admission application system is free of charge to the applicants. The development and maintenance costs of the System are met by participating institutions. Technical support is provided by The University of Texas at Austin (UT-Austin) under contract with the Coordinating Board. In FY2017, the cost for providing these services was less than \$1 per admission application. The overall contract for FY2017 was \$699,032.

The ATAC met four times during FY2017 – September 22, 2016; October 21, 2016; December 5, 2016; and February 28, 2017. On April 26, 2017, the ATAC took measures to obtain a quorum to conduct its business, was not able to do so, and therefore adjourned the meeting. Estimated total costs for the meetings, which are not covered by the UT-Austin contract, equaled \$28,200, which includes costs related to committee member travel, staff time, and meeting broadcasts. Travel expenses and other costs related to attendance of ATAC meetings are paid by the committee members' respective institutions.

Dr. Rebecca Lothringer, Co-Chair of the ATAC, will provide a brief update of activities and be available to answer questions.

APPLY TEXAS ADVISORY COMMITTEE

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

Committee Purpose:

The purpose of the Apply Texas Advisory Committee (ATAC) is to discuss and vote on changes that may be needed to the applications for the upcoming application cycle. The committee also addresses additional initiatives to strengthen student participation and access into higher education.

Report Period:

September 2016 – August 2017

University Co-Chair:

Rebecca Lothringer, Executive Director of Admissions, University of North Texas

Community, State, and Technical College Co-Chair:

Melinda Carroll, Director of Admissions and Registrar, North Central Texas College

List of 2016-2017 academic year Committee members is attached.

Committee Meeting Dates:

September 22, 2016

October 21, 2016

December 5, 2016

February 28, 2017

April 26, 2017

(The ATAC, on April 26, took measures to obtain a quorum to conduct its business, was not able to do so, and therefore adjourned the meeting. There are thus no additional minutes for this meeting.)

Annual Costs Expended:

Committee costs for FY2017 were *estimated* at \$28,200 for the fiscal year. The estimate includes the following:

Travel and lodging: \$21,600

Staff time: \$5,100

Broadcast costs: \$1,500

Time Commitments:

Committee members spent approximately 5-7 days on committee work for the four meetings; staff members averaged approximately 12-15 days to prepare, attend, and develop minutes for each of the meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

Membership and Oversight

Rebecca Lothringer, Executive Director of Admissions for University of North Texas, was elected by the membership during the September ATAC meeting to serve as 4-year institution co-chair of the committee. Vanessa Maldonado, Executive Director of Admissions for Texas State Technical College and Lazaro Barroso, Director, College Connections and Admissions for Traditional Students for South Texas College, were named members of the committee in December 2016.

Training

The ATAC annually sponsors an Apply Texas workshop in conjunction with the TACRAO SPEEDE Committee. The purpose of the workshop is to share information on upcoming changes to the application, legislative updates, and user training for the Apply Texas Application. Admissions and technical staff from colleges and universities across the state attend the workshop.

The one-day SPEEDE/Apply Texas workshop co-sponsored by TACRAO was held on July 18, 2017, at The Doubletree Hotel North in Austin. Approximately 180 participants attended the conference.

Updates

This year, the committee discussed recommendations, voted on, and submitted priorities to the Technical Team for implementation. The ApplyTexas Functional Changes implemented for the 2018-2019 Application Cycle are attached.

All of the changes were made to improve the accuracy and flow of data from applicants to their desired institutions. These changes helped students avoid errors that may delay their admission. The following changes have the broadest impact and perhaps best reflect the importance of the committee's work:

- Changing usernames from randomly-generated to using the applicant's email address will bring ApplyTexas in line with standard practices in the field, and reduce the number of applicants who fail to remember their usernames and have to contact the Help Desk for assistance.
- The implementation of address verification software improves the likelihood that the receiving institution can successfully contact the applicant by mail.
- The two-year institution application has been modified so that it can be easily used by international students, and the information relevant to their status (rather than Texas residency information) is now being sent to the institutions.
- Labels for parental information throughout all ApplyTexas applications have been modified to show as Parent1 and Parent2 rather than Mother and Father.
- Texas high school students who fill out the international applications have been added to the Counselor Suite.

Minutes for the 2016-2017 academic year are attached.



Apply Texas Advisory Committee February 2017

Candace Appleton-Kuntz Director of Admission Information Technology Texas Christian University c.appleton@tcu.edu	2017	Christine Gann Undergraduate Admissions Sam Houston State University christine.gann@shsu.edu	2017
Lazaro Barroso Director, College Connections & Admissions for Traditional Students South Texas College lbarroso@southtexascollege.edu	2018	Connie Garrick System Director-SIS Lone Star College System connie.s.garrick@lonestar.edu	2017
Drew Canham Vice President of Student Success McLennan Community College dcanham@mclennan.edu	2017	Jamie Hansard Managing Director of Undergraduate Admissions Texas Tech University jamie.hansard@ttu.edu	2017
Melinda Carroll, Co-Chair Director of Admissions and Registrar North Central Texas College mc Carroll@nctc.edu	2018	Nidia Arellano Hassan Director of Admissions Tyler Junior College nhas@tjc.edu	2017
Nick Cioci Interim Dean of Student Services Lamar Institute of Technology nacioci@lit.edu	2017	Lisa Hernandez Assistant Director of Admissions Angelo State University lisa.hernandez@angelo.edu	2018
Margaret Dechant Associate Vice President for Enrollment Management Texas A&M University - Corpus Christi margaret.dechant@tamucc.edu	2017	Rebecca Lothringer, Co-Chair Executive Director of Admissions University of North Texas rebecca@unt.edu	2018
Todd Fields Registrar/Director of Admissions Collin College tfields@collin.edu	2018	Vanessa Maldonado Executive Director of Admissions Texas State Technical College vanessa.maldonado@tstc.edu	2018
Joy Frazier Associate Director of Admissions The University of Texas at Arlington joyfrazier@uta.edu	2017	Nichole Mancone District Director of Admissions and Records Tarrant County College nichole.mancone@tccd.edu	2018

Mary Beth Marks 2017
 Assistant Vice President
 Sul Ross State University
mmarks2@sulross.edu

Scott Smiley 2018
 Director of Admissions
 The University of Texas of the Permian
 Basin
smiley_s@utpb.edu

Michelle Walker 2018
 Senior Associate Director of Admissions
 Texas A&M University
mbwalker@tamu.edu

Mike Washington 2017
 Associate Director of Admissions
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Student Representative

Pooja Mallipaddi 2018
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Apply Texas Technical Team

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THECB Staff Support

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ApplyTexas Functional Changes for the 2018-2019 Application Cycle

Posted: May 3, 2017

Modified:

Changes to the ApplyTexas Login Process

- Applicants filling out new profiles will use their email address as their username instead of using one generated by ApplyTexas. This will make it easier for applicants to remember. Applicants with already-existing profiles will use the username that was generated by the system.
- Once applicants fill out the profile page, they will receive an email asking them to verify their email address.
- On the email verification page, they will enter their email address and password.
- Once that is done, applicants will use the site as usual.

Changes to the ApplyTexas Profile Page

- “Dr” has been added to the emergency contact title dropdown.

Changes to the My Applications section in My Account

- School selection page:
 - 2-year applications: the terminology will be “select a school/program” instead of “select a school.”

Changes to Shared Application Modules

This section describes changes made to individual modules for the 2018-19 application cycle. Please note that many modules are shared among several application types.

Biographical Information module (Included in all application types)

- All applications: “Dr” has been added to the emergency contact title dropdown.

- New address verification software has been added to the Permanent and Physical Addresses for all US addresses. If the address doesn't verify, the applicant will be given a choice between correcting the address and using it as-is.
- Parental education: "Unknown/not applicable" has been added to the Parent Relationship dropdown.
- Parental education: The labels have been changed from "Parent" 1 and 2 to "Parent/Guardian" 1 and 2.
- All address fields: If an applicant selects a Canadian province in the state dropdown, Canada will be automatically selected in the country dropdown.

Biographical Information (continued) module

- US freshman apps that have opted in to receiving parent information: If the applicant indicates they live with a parent, the permanent address from the Biographical Information page will automatically populate the parent address fields.

Educational Background module (Included in all application types)

- High school graduation date will be required by all applicants unless they say they have completed a high school equivalency program.
- Readmit applications: A new question has been added (a version of it is on the transfer applications).
 - You are applying as an Undergraduate Readmit Admissions applicant.
 - I am returning to complete my bachelor's degree
 - I am seeking a second bachelor's degree
 - I am applying as a nondegree seeker
 - Other

Educational Information module

- 2-year international applications: TOEFL and IELTS tests have been added, along with native language. The applicant will enter whether they have taken each test, the test date, and what their native language is.

Test Scores module

- No changes this cycle.

Preliminary Visa Information module

- 2-year international applications: This module will appear instead of the residency page if the applicant is not a US citizen, is not a permanent resident, has not applied for permanent residency, has not lived in Texas for the past 36 months, and does not hold a visa that makes them eligible to domicile.

Extracurricular and Volunteer activities module

- All year inputs have been changed from freeform text to dropdowns.

Employment Information module

- All year inputs have been changed from freeform text to dropdowns.

Custom questions module

- No changes.

Scholarships module

- Personal Information page: The question asking for other schools the applicant has applied to has been removed.
- Family & Financial Information page: “Father” and “Mother” have been changed to “Parent/Guardian” 1 and 2. The applicant will indicate the relationship for each parent.
- Short Answer Questions: Small changes have been made to the question text for clarity.

Essays module

- The suggested essay length has been changed to 500-750 words.
- The institutionally optional essays deadline will be displayed (see Changes to Administrative Site section for more information).

Certification and payment information module

- If an institution doesn't have an application fee set up, the applicant will see "This institution does not charge an application fee through ApplyTexas for this application type and semester."
- "University" was changed to "institution" in the fee section.
- Text under the "fee waiver" payment option was changed to "Most schools require specific documentation. Check the website of your chosen school for specific instructions. Please note that some institutions do not offer fee waivers. Please follow up with the institution for further information."
- The Reverse Transcript question has been changed to: "Your transcript will be shared with the community college(s) you previously attended for considering your eligibility for and awarding of an Associate's degree (if you qualify). Do you consent?"

Changes to the ApplyTexas Administrative Site

Executive menu

- An institution may set up an essay deadline for each application type. The deadline must be on or after the admissions deadline. If an institution does not input a deadline, essay submission will continue the same as it has, with no deadline.

Application Searches and Application View

- Application view: Institutional contact information from the submission email has been added to the application view.

Selecting optional modules

This is not a change, just a reminder, to check your settings for the inclusion of optional modules in your applications for 2018-2019 application semesters. Please see the document "Module Chart for 2018-2019 ApplyTexas Applications" for a complete list.

- ApplyTexas administrators are able to select optional modules for the International Freshman, International Transfer, US Graduate, and International Graduate applications. **This should be done for each semester** before the application semester is signed off on and approved. To select the optional modules, administrators should go to Executive Menu > View and Change Fees, Deadlines, Essay Requirements and Display Messages and select the desired semester. At the bottom of the display for the International Freshman, International Transfer, US Graduate, and International Graduate applications, administrators will see a red star with a link reading, “NEW: Choose optional modules for [app type] application.” Administrators should click on the link to go to a page where they can select the optional modules they wish to include in the application type for that semester.

Changes to the High School Counselors’ Suite

- International freshman applications have been added to the Counselors’ Suite.

Changes to ApplyTexas EDI Transmission

- The EDI changes will be referenced in a separate document on the ApplyTexas administrative website.

Additional Changes

- Un-submitted applications will now be deleted after 180 days of inactivity (previously this was 120 days).
- Applications will not open until 10:00 AM Central Time on their open date.
- Text has been added to the submission email to indicate that it may take a few days for the application to be processed.

This document may be updated to include the following changes:

- Mandated changes to the application enacted by the Texas Legislature;
- Items approved by the Texas Higher Education Coordinating Board and its ApplyTexas Advisory Committee on which the ApplyTexas technical team is still seeking clarification;

- Last-minute emergency changes requested by the Texas Higher Education Coordinating Board and/or the ApplyTexas committee and agreed to by the ApplyTexas technical team.

If this document is amended, ApplyTexas administrators will be notified at that time that a new version of this document is available on the ApplyTexas Administrative site.

**Apply Texas Advisory Committee Meeting Notes
September 22, 2016**

Members Present

Margaret Dechant, Co-Chair—Texas A&M University-Corpus Christi
Melinda Carroll, Co-Chair—North Central Texas College
Candace Appleton-Kuntz—Texas Christian University
Drew Canham—McLennan Community College
Nick Cioci—Lamar Institute of Technology
Todd Fields—Collin County Community College District
Melissa Gallien—Lamar University
Christine Gann—Sam Houston State University
Sheila Grey for Jamie Hansard—Texas Tech University
Matthew Hebbard—South Texas College
Lisa Hernandez—Angelo State University
Rebecca Lothringer—University of North Texas
Vanessa Maldonado (for Whitney Carter)—Texas State Technical College
Pooja Mallipaddi—The University of Texas at Arlington (Student member of Committee)
Michelle Walker—Texas A&M University
Michael Washington—The University of Texas at Austin

Members Attending the Meeting via Telephone

Connie Garrick—Lone Star College System

Members not present:

Joy Frazier—The University of Texas at Arlington
Nidia Arellano Hassan—Tyler Junior College
Nicole Mancone—Tarrant County College
Mary Beth Marks—Sul Ross State University
John Slaughter—Ranger College
Scott Smiley—The University of Texas of the Permian Basin

Ex-Officio Members Present:

Tim Brace—Apply Texas Technical Team

CB and Apply Texas Staff present:

David Muck—Apply Texas Technical Team
Jane Caldwell—Coordinating Board
Kammi Contreras—Coordinating Board
Diana Foose—Coordinating Board

Welcome and Introductions

Co-Chair Margaret Dechant called the ApplyTexas Advisory Committee (ATAC) meeting to order and welcomed everyone. She then asked members to identify themselves and the institution they represent.

Selection of New Co-Chair to represent 4-year Institutions

Four members of the committee had been nominated for the position of 4-year institution co-chair. Members submitted ballots at the meeting, and Rebecca Lothringer was elected new Co-Chair for 4-year institutions.

Review and Adoption of Minutes

Melinda Carroll then presented the minutes from the May 4, 2016 meeting. Two small changes were made. A motion for adoption of the amended minutes was made by Michelle Walker, was seconded by Melissa Gallien, and was passed by the committee.

Report on June 16, 2016 SPEEDE/EDI/Apply Texas Workshop

Ms. Walker presented her report on the June workshop. A copy of the report is provided as Appendix A to these minutes. 179 persons attended the meeting, which was held at the J.J. Pickle Center in Austin. Revenues successfully covered costs for the program. The consensus of the members was that the meeting was a great success. A few suggestions were made for the next meeting:

- Assign one committee member to confirm participation for each scheduled session and provide time and meeting locations to presenters
- Advise people, as they register, that if they choose not to purchase the conference lunch we recommend they stay on site and have lunch at the Pickle Center cafeteria. If the meeting is running ahead of schedule, the afternoon session start times might be moved up to enable people to get out of Austin ahead of traffic, and those eating offsite might not get the message.
- Have a committee member present at each session, in case the presenter does not come.
- Add more substance for IT attendees. Talk with Sean Cargo about how this might be done.
- Find a way to make it easier for participants to find the meeting location for the "Birds of a Feather" sessions.

Discussion on Procedures for Proposing and Adopting Changes to ApplyTexas

Jerel Booker, Assistant Commissioner for College Readiness and Success at the Texas Higher Education Coordinating Board (THECB), was the presenter.

Mr. Booker discussed the process for committee decisions regarding ApplyTexas system changes. The ATAC is a statutory committee created to provide the THECB advice and recommendations. At the same time, the THECB is responsible for the actions and decisions regarding functions of the ApplyTexas System. For transparency and success, we need the following:

- Based on committee requests and help desk concerns, CB staff will review and evaluate proposed changes before any of them are implemented. Review considerations include cost, legal ramifications, administrative rules, and the Texas code.
- Clear records on committee votes for changes to forms or procedures.

- ApplyTexas is unique in that institutions pay for the system, but the THECB is the steward of the funds.
- The CB will also consider:
 - Type of schools impacted by the change (2 yr. or 4 yr.)
 - Type of application(s) impacted by the change
 - Why the change is proposed
 - The consequences if the change is not made
 - Number of incidents reported
 - Timelines
 - Reasonableness
- Suggestions can be submitted by anyone at any time, and can be submitted to members of ATAC, the THECB, or the ApplyTexas helpdesk.
- ATAC members interact with students and are in a good position to identify what is needed.

Jerel stated that any new applications will be on hold until after the legislative session. The THECB has proposed changes to the ApplyTexas enabling legislation. These proposed changes will be discussed later in today's meeting.

Use of Freshman and 2-Year Applications for Admission for Student to Dual Credit Courses

Matt Hebbard led the discussion on this topic. His institution, South Texas College (STC), had more than 14,000 students enrolled in dual credit courses last year. STC uses the ApplyTexas 2-year app for admitting these students.

Matt's observations:

- The residency section of ApplyTexas application is a problem because:
 - Students are not HS graduates, so they cannot qualify through the 36-month approach; they have to qualify through parents' domicile
 - The college waives tuition and fees for most, but not all programs; but residency has to be collected for THECB reporting
 - Undocumented students are not Texas residents until after high school graduation
- Core questions are required to determine residency
- An institution must report the residency of a student enrolled in dual credit courses in order to receive formula funding for the student's hours.

Michelle asked if STC makes residency determinations based on the student being a resident or nonresident or based on in- or out-of-district status. Matt's response was that the classifications were as called for in CBM reports – resident, nonresident, international.

Melinda Carroll (North Central Texas College (NCTC)) indicated a dual credit application would help. The current application forces students to respond to more questions than necessary. Todd Fields (Collin County Community College) agreed with Melinda, and said the use of custom questions could not address the residency issue.

The continuing discussion centered around the issue of what the ideal application for students enrolling in dual credit courses include.

- Could a unique residency module be created for the 2-year and US Freshman applications for students who identify themselves as enrolling in dual credit courses?
- State waiver programs enable colleges to lower tuition and fee rates for all. Can the agreement between the IHE and school districts declare all students enrolling in dual credit courses to be residents?
- Do you have to ask all the core questions in order to determine residency for students enrolling in dual credit courses?

Leah Hernandez (Angelo State University) pointed out that the population of students enrolling in dual credit courses is increasing at 4-year institutions. She would be interested in a new application for them. The state is pushing for dual credit; her institution has been approached by a school district about starting a dual credit program.

Sidebar suggestion Made RE ApplyTexas Residency Questions

Michelle asked about the "Previous Enrollment" and "Residency Information" questions in the residency section of ApplyTexas applications. (The following questions are taken from the 2017-2018 US Freshman application.)

RESIDENCY INFORMATION (Please answer all questions. Use N/A if the question does not apply to you.)

30. Previous Enrollment:

- (a) During the 12-month period before you intend to begin classes, did you attend or are you attending a **public** college or university in Texas in a fall or spring term (excluding summer)?
 _____ Yes [If yes, complete (b) through (e).]
 _____ No (If no, skip to question 32.)
- (b) What Texas public college or university did you last attend? (Give full name, not just initials.) (Residency status is not affected by attending a private college or university.)

- (c) In which semester were you last enrolled (excluding summer)? ____ Fall 2016 ____
 ____ Spring 2017 ____
- (d) During your last semester at a Texas public college or university, did you pay resident (in-state) or nonresident (out-of-state) tuition? ____ Resident (in-state) ____ Nonresident (out-of-state) ____
 Unknown
- (e) If you paid in-state tuition at your last institution, was it because you were classified as a Texas resident or because you were a nonresident who received a waiver?
 ____ Resident ____ Nonresident with a waiver ____ Unknown

31. Residency Information:

- (a) Of what state are you a resident?

- (b) Did you live or will you have lived in Texas for at least 36 consecutive months before graduating from a public or private Texas high school or completing a GED? (To answer

"Yes," you must either graduate from a Texas public or private high school, earn or plan to earn a GED, or plan to complete a home-school program. All others must answer "No."
 _____ Yes _____ No

- (c) When you begin the semester for which you are applying, will you have lived in Texas for the previous 12 consecutive months? _____ Yes _____ No

These questions collect data used to determine whether the student is a "continuing resident" and thus eligible for classification as a resident without completing other residency questions. Michelle indicated her institution (Texas A&M University) has found many students err in the way they answer these questions and the university therefore requires students to also complete the questions regarding eligibility for residency based on residing in Texas the 36 months prior to graduation from high school. Answers to the second set of questions help them determine whether the student correctly completed the earlier questions. Two suggestions were made:

- "Clean up" these questions for students enrolling in dual credit courses. What would this entail?
- Consider requiring all students to answer the questions dealing with "previous enrollment" and the 36-month approach to residency.

Discussion of the Use of the 2-Year Application for International Students

Todd Fields (Collin County College) initiated this discussion. His institution enrolled approximately 900 international students last year. They use their own in-house application and the ApplyTexas 2-year institution application. He said he would be interested in seeing if the 4-year institution international application could be modified for use by 2-year institutions.

Melinda indicated NCTC uses follow-up questions to collect the additional information it needs. She pointed out that it would be an advantage for students who later transfer to other public institutions if 2-year institutions had a fully-functioning ApplyTexas application for international students. Familiarity with the ApplyTexas system can make transfers easier.

Additional questions/instructions for the 2-year application were suggested:

- If you are here on a visa, what type is it? Application should have a full list of visas that allow or do not allow the student to domicile
- If the student's visa is expired, he/she is to provide proof of previous status

Connie Garrick (Lone Star College) uses customized questions to collect additional information especially for students who want to attain an F-1 visa.

Two solutions were identified:

- Add an international student module to the current 2-year application; or
- Make the 4-year international application useable by 2-year institutions.

Next steps:

- Christine Gann (Sam Houston State University) volunteered to ask institutions to send her copies of applications so she can make a list of data elements they collect.
- Todd and Melinda agreed to contact 2-year institutions to find out what they believe they need. Todd also said he would look at Banner and identify the relevant data elements it collects.

Discussion of Proposed Amendments to the ApplyTexas Legislation and Rider

Jane Caldwell provided the members a brief description of the changes that have been drafted for the ApplyTexas Legislation and Rider. The changes are designed to amend Texas Education Code Section 51.761 to (1) include a definition for private or independent institutions, (2) simplify language to use "public or private or independent institutions of higher education" rather than listing sectors; and (3) broaden the wording to apply to the creation of all admissions applications, not just freshman and transfer. Changes proposed for the Rider would allow the use of funds collected from participating institutions for the purpose of the electronic common application form and related activities designed to encourage student enrollment in college. Members were reassured that the committee would continue to have its current role in providing advice on the use of all funds.

Appendices B and C are copies of the proposed language changes to the statute and rider. Members of the committee are invited/encouraged to assist in the wordsmithing of these proposals, but input must be received by Jerel or Jane no later than by the end of October.

Review of Proposed Changes to ApplyTexas Applications or Procedures

Tim Brace (ApplyTexas Team Manager) led this discussion. The following is a list of the items discussed, and key points of discussion.

1. Show all custom questions at once instead of one at a time. This suggestion was first raised by members of the secondary school counselor panel that met with the committee in May. This change should give applicants a better sense of how close they are to completing the application. The technical team is still assessing the implications of this change.
2. Move demographic questions to later in the application. This suggestion was first raised by members of the secondary school counselor panel that met with the committee in May. It would apply to all applications. This would let students build their confidence about completing the application before they reach the race/ethnicity question which confuses some students.
3. Remove question in scholarship application about parental income. Is the question necessary? Do students know the answer to this question?
 - a. Michelle said this information helps TAMU identify possible recipients of their scholarships.
 - b. Could it be collected through a custom question by schools who want it?
 - c. This is an optional question in the Biographical section of the application, but required in the scholarship form. Could it be made optional in the scholarship section, with a note indicating failure to provide the answer could cause you to not be considered for certain scholarships?
4. In residency questions, add "n/a" to parent visa question (currently some applicants choose "none of the above" which has a different meaning than "n/a" (not applicable)). N/A indicates the question of visa type does not apply; "none of the above" implies a visa is involved, but it is not listed. The discussion included a recommendation to take

more steps to keep applicants from seeing questions they do not need to answer – only show those that are necessary, based on previous information provided.

5. Parental education level questions: second parent can be “unknown or not applicable” for relationship if “unknown or not applicable” was the answer for his/her education level. A question was raised about whether this information was collected elsewhere in the forms. If so, the answers should just be pre-populated.
6. Update “father/mother” to “parent 1/parent 2” in scholarship application. A question was again raised about whether this could be pre-populated from another question.
7. Address deliverability. Research is underway into ways to determine deliverability of address information provided by students. Most common problem is failure to give apartment number. Christine asked if there will be a way to override this question if the address is not deliverable, rather than have this issue block the student’s ability to complete the form. She also asked how often the information would be updated. Tim indicated further investigation is needed into cost and answers to these other questions.
8. Add text to translate legalese on some items. Especially relevant to international students. Concerns were expressed about making the applications longer, with more to be read by the students. Tim said he would bring further information to the committee at a later meeting.
9. Add CEEB codes for colleges to the EDI files. Adding it could be made an option per institution. Questions were raised as to the need for this, since all colleges can be identified by FICE code.
10. Add word count to custom questions and scholarship short answers. The general flavor of comments from the committee was positive for this.
11. Deadlines for essays. Students do not now have to submit essays along with their applications for admission. Should common deadlines be set for all institutions? Candace Appleton-Kuntz (Texas Christian University) said their students sometimes draft essays in year one that they might submit in year two, and said this “role-over” provision worked well for them.

The meeting was halted for a 30-minute lunch break.

1. Open later in the morning. The ApplyTexas application cycle currently opens at 12:01 am, August 1. The recommendation is to move the opening time on this date to 8:00 am so that the system will have full technical support. Many students try to submit applications at the opening time.
2. Open the application cycle earlier [than August 1] next year. This topic generated a lively discussion. Among the issues raised are:
 - a. This would indicate the SPEEDE meeting, where participating colleges receive guidance on changes in the ApplyTexas system, would also have to be held earlier.

- i. The Texas Association of College Registrar and Admissions Officers (TACRAO) is in the process of contracting to have the meeting be held between the 2- and 4-year summer meetings (held in July). It may be too late to change this contract.
 - ii. SPEEDE meeting timing is critical
 - iii. Need to contact TACRAO Executive Committee
 - iv. The move to an earlier date is especially an IT issue.
- b. Why open earlier just because FAFSA is opening earlier?
 - i. Does an earlier opening date serve the students or hurt them?
 - ii. High school transcripts won't be available earlier.
 - iii. Students would be applying per the usual schedule.
 - iv. You can submit the FAFSA even if you haven't been accepted for admission.
- c. Need to poll the institutions and base the decision on outcome
- d. Mike Washington indicated UT-Austin has not made a decision about earlier admissions, but will most likely try to keep in sync with the competitor schools
- e. No college would be required to open earlier just because the ApplyTexas system allows it.
 - i. Several members said that if the system is opened earlier, their presidents will require them to open earlier.
 - ii. Tim reported that 45-50 institutions open this year on the first date – August 1.
- f. Leah stated having applications open for two fall terms at the same time will be very confusing for students and colleges.
- g. Will college student systems be able to accommodate a change in schedule? How much lead-time do they need?

A list of the proposed changes, in the order in which they were addressed, is provided as Appendix D.

Identification of Workgroups, their Charges and Selection of their Chairs

The decision was made that the establishment of workgroups at this time was premature as the schedule and topics of discussion are being identified. This discussion was postponed to the future meeting.

Next Meeting

The committee agreed to have its next meeting on Friday, October 21, 2016, beginning at 9:00 am.

Adjourn

After concluding the current meeting's work was complete, the Co-Chairs asked for a motion to adjourn. The motion was voiced by Nick Cioci and seconded by Candace.

Appendix A

ApplyTexas-SPEEDE Summer Meeting Report June 16, 2016 Commons Learning Center – JJ Pickle Center

The ApplyTexas-SPEEDE Summer meeting was planned jointly by the TACRAO Technology Committee, Richard Jimmerson, chair, and the ApplyTexas Summer Meeting Committee. The committee met via teleconference as needed and opened the registration on April 11. The committee met weekly beginning early May to finalize the agenda and ensure that the program expenses were covered.

The combined ApplyTexas – SPEEDE meeting hosted 179 participants, offering updates on the 2016-17 application changes, the upcoming Legislative season and proposed residency changes. Concurrent sessions were also offered to provide both technical and functional information with respect to both application processing and transcript processing. During lunch, Student Information System users groups met informally to share ideas and/or concerns for the upcoming season.

We did have one session that did not meet due to a miscommunication between the presenters and the committee, the High School Counselor Panel Discussion. To avoid such confusion in the future, it is recommended that one committee member be assigned to confirm participation for all scheduled sessions and provide time and meeting location to presenters.

The total cost of the meeting was \$11,596.16. The total revenue collected was \$13,425.00, netting \$1828.84.

Final Agenda attached. The invoice has been provided to the TACRAO Treasurer.

Respectfully submitted on behalf of the committee,

Michelle Walker

ANNUAL APPLYTEXAS/SPEEDE WORKSHOP

JUNE 16, 2016

The Commons Learning Center at the JJ Pickle Campus: Austin, Texas

- 7:30 – 8:30** **Conference Check-in** – *Commons Area Atrium*
- 7:30 – 8:30** **Continental Breakfast and Networking**– *Commons Area Atrium*
- 8:30 – 9:30** **Welcome and THECB Legislative Update** – *Big Tex Auditorium (1.102)*
- **TACRAO Technology Committee Welcome** – *Richard Jimmerson*
 - **THECB Legislative Update** - *John Wyatt, Director of External Relations, THECB*
- 9:40 – 10:30** **Concurrent Sessions:**
- **ApplyTexas 2017 – 2018 Application Update and Advisory Board** – *Tim Brace, Sr. IT Manager, UT- Big Tex Auditorium (1.102)*
 - **Clearinghouse Birds of a Feather** – *Richard Jimmerson, UT-Arlington, Lil Tex Auditorium (1.122)*
- 10:40 - 11:00** **Break**
- 11:00 – 11:50** **Concurrent Sessions:**
- **Brownsville ISD success with TReX** – *Doug Tolman, PEIMS Specialist, Joe Pedraza, Director PEIMS, Big Tex Auditorium (1.102)*
 - **Technical Users Forum** – *The Apply Texas Technical Staff, Lil Tex Auditorium (1.122)*
- The AT technical staff will meet with IT staff from member institutions to recommend technical applications and development for the upcoming iterations of the ApplyTexas Application.
- **High School Counselor Panel Discussion** – *Austin ISD, Bevo (1.140)*
- Hear how Austin ISD college and career counselors use the ApplyTexas Counselor Suite to assist students with their applications.
- **ApplyTexas 101** – *Sarah Wehner AT Helpdesk Administrator, Balcones (1.108)*
- If you are new to the common application system of Texas, or would simply like a refresher course in functional use of the application administrative suite, please join functional user's forum introducing the ApplyTexas software. Additionally, learn more about the history of the evolution of the ApplyTexas application in Texas.

12:00 – 1:15 **Lunch on Site – Commons Area Atrium**

Birds of a Feather “Discussion Groups” over lunch

- **Banner**
Sean Cargo (Texas A&M University) - *Big Tex Auditorium (1.102)*
- **Recruiter**
TBD – *Bevo (1.140)*
- **PeopleSoft**
Richard Jimmerson (University of Texas – Arlington) – *Lil Tex Auditorium (1.122)*
- **Jenzabar PX/EX**
Melinda Carroll (North Central Texas College) – *Balcones (1.108)*
- **Other Systems (Colleague (Ellucian), or ‘home grown’)**
Tim Brace (University of Texas) - *Commons Area Atrium*

12:00 – 1:15 **ApplyTexas Advisory Board: Lunch Planning Meeting – Stadium (1.138)**
For current members of the ApplyTexas Advisory Committee, 2016-17

1:30 – 2:20 **Concurrent Sessions:**

Round table discussion facilitated by ATAC members of topics and issues faced by institutions using the ApplyTexas Application. Provide feedback to the ATAC for the development of a better application for all institutions.

- **Private/Independent Schools and the ApplyTexas Application -**
Candace Appleton-Kuntz (TCU) – Bevo (1.140)
- **2-Year Institutions and the ApplyTexas Application -**
Connie Garrick (Lone Star College) - Balcones (1.108)
- **4-Year Institutions and the ApplyTexas Application –**
Melissa Gallien (Lamar University) and Rebecca Lothringer (UNT) - Big Tex Auditorium (1.102)
- **Graduate and International Applications** *Michelle Walker and Catherine Roueche-Herdman (Texas A&M University) - Stadium (1.138)*

2:30– 3:15 **Concurrent Sessions:**

- **Best Practices for Processing Electronic Transcripts –**
Joy Frazier and Richard Jimmerson (UT Arlington) Lil Tex Auditorium (1.122)
- **Apply Texas 201 -**
Michelle Walker (Texas A&M University), Stadium (1.138)

- **Methodology for Estimating Residency and anticipated Residency Changes -**
Jane Caldwell, Big Tex Auditorium (1.102)

3:15 – 3:45 Wrap-Up and Feedback Session – *Big Tex Auditorium (1.102)*

This concluding program provides attendees an opportunity to address the TACRAO Technology Committee and ApplyTexas Advisory Committee and present agenda items for the upcoming planning & development year. All topics are welcome; planning and prioritization will build upon these recommendations from the constituency.

3:45 – 4:00 Refreshment Break and departure

**ApplyTexas Advisory Committee Meeting Notes
October 21, 2016**

Members Present:

Candace Appleton-Kuntz—Texas Christian University
Drew Canham—McLennan Community College
Melinda Carroll, Co-Chair—North Central Texas College
Joy Frazier—The University of Texas at Arlington
Christine Gann—Sam Houston State University
Sheila Grey for Jamie Hansard—Texas Tech University
Lisa Hernandez—Angelo State University
Rebecca Lothringer, Co-Chair—University of North Texas
Pooja Mallipaddi—The University of Texas at Arlington (Student member of Committee)
Nichole Mancone—Tarrant County College
Michelle Walker—Texas A&M University
Michael Washington—The University of Texas at Austin

Members Attending the Meeting via Telephone:

Melissa Gallien—Lamar University
Connie Garrick—Lone Star College System
Matthew Hebbard—South Texas College

Members Not Present:

Nick Cioci—Lamar Institute of Technology
Margaret Dechant—Texas A&M University-Corpus Christi
Todd Fields—Collin County Community College District
Nidia Arellano Hassan—Tyler Junior College
Vanessa Maldonado (for Whitney Carter)—Texas State Technical College
Mary Beth Marks—Sul Ross State University
Scott Smiley—The University of Texas of the Permian Basin

Ex-Officio Members Present:

Tim Brace—Apply Texas Technical Team
Rebecca Kindschi—ApplyTexas Technical Team
David Muck—ApplyTexas Technical Team

CB and Apply Texas Staff present:

Jane Caldwell—Coordinating Board
Diana Foose—Coordinating Board

Welcome and Introductions

Co-Chair Melinda Carroll called the ApplyTexas Advisory Committee (ATAC) meeting to order and welcomed everyone. She then asked members to identify themselves and the institution they represent.

Review and Adoption of Minutes

Melinda Carroll then presented the minutes from the September 22, 2016 meeting. Five minor changes were made. A motion for adoption of the amended minutes was made by Michelle Walker, was seconded by Joy Frazier, and was passed by the committee.

Discussion of Required Contents of a Dual Credit Module for US Freshman and 2-year Applications

The Texas Higher Education Coordinating Board (THECB) Office of Legal Counsel is looking into issues regarding residency for students applying to take dual credit courses. Therefore, the committee focused its discussion on how the 2-year and 4-year freshman applications could be improved for use by these students.

A significant issue is the inexperience of the students trying to navigate the applications, some of whom are 13 or 14 years old and unfamiliar with language related to college. How can we make it possible for students applying for dual credit courses to skip questions unrelated to their eligibility to enroll? The following are the types of questions that fall in that category:

- Questions dealing with extracurricular activities
- Questions dealing with previous employment
- Questions that call for test scores
- Questions dealing with majors

In addition, the Apply Texas System needs to allow institutions to indicate a separate fee structure for dual credit students than what they charge entering freshmen. Often, the dual credit charges are lower, but there is no way to indicate that in the System. Let colleges opt in or out for showing charges for enrolling in dual credit courses.

For the Apply Texas System to let students applying for dual credit courses skip certain questions, it must be able to clearly identify these students. The current freshman and 2-year applications include the following question:

Are you completing this application to apply for dual credit classes or concurrent enrollment at this institution while still in high school? ☐ Yes ☐ No

"No" is the default response. Only 50 of the 130 institutions participating in Apply Texas have chosen to use this question. The others use a custom question to get this information or use a local (non-Apply Texas application) for persons applying for admission to dual credit courses.

Several suggestions were made to improve the situation or explore options:

- Add an editable text field near the question used to identify students applying for dual credit courses, where institutions can add instructions on how to answer the question.
- Check with institutions using home-made applications for students applying for dual credit courses, to see how they identify the students.

- Bring the question up at the "Hot Topics" session at the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) conference in November, to get feedback from admissions officers and registrars on how this should be handled.

Nichole Mancone volunteered to draft a message to go on the TACRAO listserv, requesting suggestions for making the 2-year and freshman applications better serve students applying to attend dual credit courses. The following is her draft language:

The Apply Texas Advisory Committee is reviewing the language on the Dual Credit/Early High School question on the application.

Are you completing this application to apply for dual credit classes or concurrent enrollment at this institution while still in high school?
☐ Yes ☐ No

We are looking for feedback from institutions on the following questions:

1. *Are you using the ApplyTexas Dual Credit question?*
2. *If you are not using the Dual Credit question, is there a reason why you are not?*
 - a. *If you are using a custom question instead of the provided Apply Texas question, what is the wording on your custom question?*
3. *Do you have any additional feedback on the ApplyTexas dual credit question? (For example, does it work for you? Do you receive a lot of questions about it? Do students have trouble responding to the question?)*

Discussion of Additional Questions Needed for International Students

The 4-year institutions have an international freshman application. The 2-year institution application includes some questions for international students but lacks some of the questions included in the 4-year application.

The committee was asked to consider two approaches for handling the growing international applicant pool at 2-year institutions – (1) modify the 4-year application so that 2-year institutions may also use it, or (2) create a more complete international student module for the 2-year application.

Among the items included in the 4-year application but missing from the current 2-year application are:

- A question about the applicants' knowledge of English (whether they have taken the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS))
- An option for applicants to identify and provide contact information for a representative with whom institutions may share their information
- A question about the student's need to change his/her visa status to attend, and the type of visa that is expected
- Questions about the student's sources of support (critical for applicants wishing to acquire student (M-1 or J-1) visas)

Tim Brace indicated it would be harder to make the 4-year application an option for the 2-year institutions than to modify the 2-year application. To add an international module to the 2-year form, the System will need a clear way of identifying the students who would be required to complete the international module.

The suggestion was again raised to bring this topic up at the "Hot Topics" session at the TACRAO conference, to get feedback from admissions officers and registrar on how to proceed.

Jane Caldwell was asked to check with the THECB legal counsel about triggers to use to route applicants to the international student module.

Discussion of Using a Poll to Solicit Institution Feedback on Establishing an Earlier Starting Date for Admission Application Cycles

As of fall 2017, the Free Application for Federal Student Aid (FAFSA) will open its applications on October 1 prior to the fall term for which the application is being submitted (for instance, on October 1, 2017 for the 2017-18 academic year). Previously, the cycles opened on the January 1 prior to the opening of the relevant academic year. The committee was asked to decide whether the opening date of Apply Texas Application cycles should be moved from August 1 to July 1 (from 12 to 13 months prior to the relevant fall term).

Other national and/or local application systems are considering this change. The Coalition Application will open in July, and the Common Application is expected to do so, though it has not yet formally announced it. Some other states with application systems are moving up their deadlines.

If the opening date for the Apply Texas cycles is moved up to July 1, Texas institutions will not be required to open their applications earlier than in the past. They would have the option to do so.

To make this option available to any Texas institution, however, the Apply Texas System would have to implement and test any changes for the new cycle (2018-19) earlier than it has done so in the past. The Advisory Committee will have to finalize its list of changes earlier than in the past, and colleges choosing to open earlier will have to do their application set-ups and testing earlier than in the past. One concern was whether institution Information Technology (IT) departments, especially in some of the smaller institutions, will be able to meet the earlier schedule.

The committee concluded it would be best to poll institutions about their preferences and ability to accommodate an earlier schedule.

Tim volunteered the use of the Apply Texas IT and Administrator listservs to send out the poll. Responses would be forwarded to and tallied by the THECB support staff for Apply Texas.

The following is the draft of the questions to be included in the poll:

The Apply Texas Advisory Committee is considering a request to open the annual application cycle on July 1 instead of August 1. The Apply Texas Committee is considering

this change in order to keep Apply Texas in line with other state and national applications that will open their applications on July 1 and also accommodates the earlier opening of the FAFSA.

The suggestion is to make this change beginning July 2017 for the 2018-2019 application cycle. This change would provide each institution the opportunity, but not require them, to open the application as early as July 1.

Please answer the following questions to assist us in determining if we should move in this direction.

Are you in favor of this change?

What challenges/concerns exist that would preclude you from making this change or make this change difficult for your institution?

Could your technical team complete testing and be prepared to receive the Apply Texas application on July 1?

Do you rely on the Apply Texas Workshop in order to prepare for the testing and opening of the Apply Texas application?

If yes, when is the best month to schedule this workshop to occur in order for you to be prepared for Apply Texas to open July 1?

How can the Apply Texas team assist you to successfully make this transition?

Comments:

Discussion of Summer 2017 SPEEDE/EDI/Apply Texas Workshop

The summer SPEEDE/EDI/ApplyTexas workshop traditionally provides training for institutions using the Apply Texas System. It includes sessions for administrators and for IT staff. If the application cycle opening date is moved to June 1, the question arises as to when the workshop must be held in order to provide timely information.

Options for 2017 are further complicated by efforts underway to schedule the workshop to join the summer TACRAO meetings (thus enabling more people to attend while lessening travel costs to the institutions). Unfortunately, the TACRAO meetings are held in mid-July, which would be later than the proposed new opening date for application cycle.

In 2016, the workshop was held approximately 6 weeks prior to the cycle's opening date. If the new cycle is to open on July 1 and the same lead time is provided the schools, the workshop would need to be held in mid-May, which is a bad time for institutions because of graduations. The possibility of a mid-April meeting was raised.

This issue was not resolved. Additional information/decisions are needed:

- Institutions' responses to the poll about moving the opening date to July 1;

- Contractual commitments that may have been made regarding joining the Workshop with the TACRAO meetings;
- When the workshop should be scheduled to give institutions enough time to be ready for the new cycle; and
- Where the workshop could be held if it is not joined with TACRAO? Is the Pickle Center available on an appropriate date?

Identification of Workgroups, their Charges and Selection of their Chairs

Joy Frazier suggested that the question of workgroups be discussed at the "Hot Topics" session at the fall TACRAO conference. She recommended the committee identify someone to be the main contact for each of the main applications – 2-year, U.S. Freshman, graduate, and international applications.

Tim Brace indicated the Apply Texas listservs could be used to get the word out about the contacts.

Jerel Booker, THECB Assistant Commissioner for the Division of College Readiness and Success, came to the podium and asked why subcommittees were needed.

The response was that they could get more schools involved in the committee's considerations. The Apply Texas System needs more feedback from the users if it is to continually improve. Traditionally, subcommittees allowed participation of persons who were not members of the committee. Conferences do not provide sufficient opportunities to receive feedback. Attendance was too low, especially when travel budgets were tight. Christine Gann commented that the TACRAO conference can generate suggestions, but recently (while the workgroups have not been active) there has been a lull in the inputs from the field.

Mr. Booker asked if the committee would allow the THECB to come back to it in December with a plan for reaching out to the institutions – a systematic communications approach that could provide information and generate input.

Rebecca Lothringer mentioned tools used in the past for communication – the TACRAO listserv and the Apply Texas listserv. Michelle Walker said the high school counselor panel that met with the committee earlier in the year was very informative, and recommended having such interactions with counselors and students in the future. Nichole Mancone suggested it would be ideal if there was a link available for users to submit ideas in real time as they work in the system.

It was agreed that the THECB would come back to the committee at the December 5 meeting with suggestions.

Review of Proposed Changes to Apply Texas Applications or Procedures

Tim Brace (Apply Texas Team Manager) led this discussion.

As the discussions began, Tim Brace was asked to indicate the level of difficulty of the various proposed changes, to help the committee get a sense of its options for the next cycle. The following is a list of the items discussed, and the conclusions reached at the October 2016 meeting.

1. Show all custom questions at once instead of one at a time. Project Type: Large. This is a large project since each custom question per institution has to be reformatted individually. Michelle Walker asked whether it would be possible to bring required custom questions to the front of the list and leave the optional questions as one question per page. Tim wasn't sure this would lessen the project, but agreed to look into it.
2. Remove question in scholarship application about parental income. Project Type: Small. Michelle Walker indicated this question was critical to Texas A&M University as it pre-screens applicants for scholarships. Fewer than 10 institutions use the scholarship application and the decision was to not delete the question.
3. In residency questions, add "n/a" to parent visa question (currently some applicants choose "none of the above", which has a different meaning than "n/a" (not applicable)). Project Type: Small. This has been implemented.
4. Parental education level questions: second parent can be "unknown or not applicable" for relationship. Project Type: Small. It would add consistency to the wording of questions related to parents.
5. Update "father/mother" to "parent 1/parent 2" in scholarship application. Project Type: Small. A question was again raised about whether this could be pre-populated from another question.
6. Address deliverability. Project Type: Medium/Large. More research is needed. Involves the purchase of vendor service to confirm that mail can be delivered to the address provided by the applicant. An error message would be generated when the student "saved" the relevant page of the application. Committee members asked if the System could be set to prompt more information from the applicant when the address is determined to be undeliverable. The members do not want an "undeliverable" status to keep a student from submitting an application. They also asked how this would be funded. The funds would come from the payments of participating institutions; there is a provision for "professional services" under which this could perhaps fall. No conclusions reached.
7. Add text to translate legalese on some items. Project Type: Small. The Tech Team will look further into this and report to the committee. No changes will be made without committee approval.
8. Add CEEB codes for colleges to the EDI files. Project Type: Withdrawn. This suggestion was withdrawn by the committee member who had proposed it. The institution has found a "work-around."
9. Add word count to custom questions and scholarship short answers. This has been implemented.

10. Add deadlines for essays. Project Type: Medium. Suggestions were made to make the use of essay deadlines optional for institutions. It would have to be implemented as an additional field in the application set-up, and would allow different deadlines for different types of applications. No conclusion reached.
11. Open application cycles later in the morning than 12:01 am. Project Type: Small. There was agreement about the logic of making this change, so that full technical support would be available when the cycle opened.
12. Open the application cycle earlier [than August 1] next year. Project Type: Large. Discussions still under way. See notes above, under **"Discussion of Using a Poll to Solicit Institution Feedback on Establishing an Earlier Starting Date for Admission Application Cycles."**
13. New. Have class course information and extra-curricular information be copied when applications are copied from one institution to another. Project Type: Small. Tim indicated the applications should be allowing this now. More research is needed. Students need to understand that they need to fully complete an application and then copy it to another institution in order for all the data to transfer. The two applications are not linked in any way. Adding information to one form does not automatically add it to the second one. Ideally, students would ID all institutions to which they want to apply, fully complete the one requiring the most information, and then make their copies to other schools. It was agreed that additional instructions are needed for applicants copying applications.
14. New. Change wording in the confirmation page for institution charging a \$0 application fee to indicate no charge is leveled, rather than wording that implies no decision has been made by the institution. Project Type: Small.
15. New. Require high school graduation dates for those who indicate they have or will have graduated from high school. Project Type: Small. More clarification is needed about how to handle students completing the high school equivalent programs. There appears to be an audit in the programming that deletes a high school graduation date for someone who also answers a GED question. Further study needed.
16. New. Give 2-year institutions the ability to break down the major sections into "colleges/schools" in a way similar to that available to 4-year institutions. Project Type: Small. The discussion indicated some confusion about whether this is already an option. This will be checked. Melinda Carroll also suggested that the 2-year major selection text use the term "program of study" rather than "college/school." The committee conclusion was that institutions should be polled on this topic.
17. New. Share a list of administrative options for 4-year institutions with representatives of 2-year institutions. Project Type: Small. This would give 2-year institutions an opportunity to see if any of the unique 4-year options would be helpful to 2-year institutions.
18. New. Clarify how students enrolling in dual credit or early college programs are to answer questions about college credit. Project Type: Small. Currently such students

should describe themselves as "freshmen entering with college credits" in the "Education Background" section of the 4-year application, but to answer "no" to the Residency Information question about attending college in the prior fall or spring. Jane Caldwell agreed to confer with the THECB legal staff for additional instructions that might help students.

19. New. Change birth year on community/volunteer page from a text question to pull-down box. Project Type: Small. Corrections were made to the topic. The intended topic was to change the service year on the extracurricular page.
20. New. Add respondent name and email as optional items on the application survey. Project Type: Small. This would enable the ApplyTexas Help Desk to reach out to students with complaints and receive more details about the problems to be addressed.
21. New. Confirm with committee that the essay word limits added to the 2017-18 applications are meeting their needs. Project Type: Small. Mike Washington admitted that The University of Texas at Austin has found the lower limit of 350 words to be too low. Their goal is to receive essays that are approximately 1 1/2 pages long. The decision of the committee was to increase the recommendations from 350-500 with a suggested maximum of 650 words to a recommendations of 500-750 words with no maximum requirement.
22. New. Investigate extracurricular/volunteer/awards section for ways to make it easier. Project Type: Small/Medium. Further investigation needed. The surveys submitted by students when they submit their applications, if we collect names and email addresses might give the System a way to find out what makes this section so difficult. (50% of the respondents indicated this was the hardest section of the application.)
23. New. Make test scores optional for schools that do not require that information for their admissions decisions. Project Type: Medium. A correction was made to the topic. The intended topic was to make the test page optional under these conditions.

Rebecca Lothringer went through the list of topics and asked the committee members to indicate if they agreed that the following items should be sent to the THECB at this time as items the committee approved. The items included in this list were:

4. Allow response to second parent in parental education level question to be "unknown or not applicable" for relationship.
5. Update "father/mother" to "parent 1/parent 2" in scholarship application.
11. Open application cycles later than 12:01 am on the cycle opening day.
14. Change wording in confirmation page for institutions with \$0 application fees.
19. Change service year on extracurricular page to pull-down box.
20. Add respondent name and email as optional fields in applicant survey.
21. Revise essay word counts from 350-500, with 650 max to 500-750 range.

Jane Caldwell agreed to present these items to the THECB staff for review.

The discussion included comments about the form and procedures to be followed when people wish to submit suggestions for improvement to the Apply Texas Advisory Committee. The blank form could be posted on the Apply Texas website at the THECB.

How should the suggestions be routed for acknowledgement and response? A recommendation was made that they be forwarded via email to the THECB (Jane Caldwell and/or Diana Foose). It was also agreed that the Monday after the fall TACRAO conference (November 21) would be the deadline for the THECB to receive proposals for the 2018-19 cycle.

Before the meeting concluded, Rebecca Lothringer provided a brief summary of "to do's" for committee members:

1. The proposal template needs to be posted on the TACRAO (and THECB) websites. Michelle Walker volunteered to draft the form.
2. The poll regarding moving the cycle date to July 1 needs to be finalized and sent out to the institutions via the Apply Texas IT and Administrator listservs.
3. Questions about ways to improve the applications for students enrolling in dual credit courses need to be prepared for discussion at the "Hot Topics" session at the TACRAO conference.
4. Questions about ways to improve the international student questions in the 2-year application need to be prepared for discussion at the "Hot Topics" session at the TACRAO conference.
5. Jane Caldwell and Jerel Booker are to develop a plan for broad participation in the Apply Texas decision-making process, to be presented to the committee on December 5.
6. Jane Caldwell is to confer with the THECB legal department about (1) instructions for applicants for admission to dual credit courses regarding how to respond to the residency question on continuous enrollment, and (2) how best to identify persons to complete the international rather than US Freshman application.
7. Jane Caldwell will share the list of proposals passed by the committee with relevant THECB staff for review and approval for action.

Next Meeting

The committee was reminded that it had agreed to have its next meeting on Monday, December 5, 2016, beginning at 9:00 am.

Adjourn

After concluding the current meeting's work was complete, the Co-Chairs asked for a motion to adjourn. The motion was voiced by Nichole Mancone and seconded by Christine Gann.

**ApplyTexas Advisory Committee Meeting Notes
December 5, 2016**

Members Present:

Candace Appleton-Kuntz—Texas Christian University
Melinda Carroll, Co-Chair—North Central Texas College
Margaret Dechant—Texas A&M University-Corpus Christi
Todd Fields—Collin County Community College District
Joy Frazier—The University of Texas at Arlington
Christine Gann—Sam Houston State University
Sheila Grey for Jamie Hansard—Texas Tech University
Nidia Arellano Hassan—Tyler Junior College
Lisa Hernandez—Angelo State University
Rebecca Lothringer, Co-Chair—University of North Texas
Pooja Mallipaddi—The University of Texas at Arlington (Student Representative)
Nichole Mancone—Tarrant County College
Mary Beth Marks—Sul Ross State University
Michelle Walker—Texas A&M University
Michael Washington—The University of Texas at Austin

Members Attending the Meeting via Telephone:

Melissa Gallien—Lamar University
Connie Garrick—Lone Star College System
Larry Barroso for Matthew Hebbard—South Texas College

Members Not Present:

Drew Canham—McLennan Community College
Nick Cioci—Lamar Institute of Technology
Vanessa Maldonado (for Whitney Carter)—Texas State Technical College
Scott Smiley—The University of Texas of the Permian Basin

Ex-Officio Members Present:

Tim Brace—ApplyTexas Technical Team
Pilar Janis—Brownsville ISD
Rebecca Kindschi—ApplyTexas Technical Team
David Muck—ApplyTexas Technical Team

CB and ApplyTexas Staff present:

Jane Caldwell—Coordinating Board
Diana Foose—Coordinating Board
Claudette Jenks—Coordinating Board

Welcome and Introductions

Co-Chair Rebecca Lothringer called the ApplyTexas Advisory Committee (ATAC) meeting to order and welcomed everyone. She then asked members to identify themselves and the institution they represent.

Review and Adoption of Minutes

Melinda Carroll then presented the minutes from the October 21, 2016 meeting. One minor change was made. A motion for adoption of the amended minutes was made by Christine Gann, was seconded by Joy Frazier, and was passed by the committee.

Discussion of Responses to Survey on Changing the Application Cycle Start Date

Members of the committee were provided three related tables – "Summary of Poll Results," "Summary of Open Ended Questions RE Change of Schedule," and "Transition Question Feedback." (See Appendices A, B, and C.) Co-Chair Rebecca Lothringer led this discussion.

Ms. Lothringer summarized the results.

- The majority of the respondents had supported changing the opening date of the ApplyTexas application cycle from August 1 to July 1. They also advocated that the change be made starting in July 1, 2017 for the 2018-19 application cycle;
- The majority indicated they would be able to accomplish the technical tasks in time for the earlier start, but that it would be important that they be informed of any changes for 2018-19 cycle as soon as possible.
- The majority of the respondents indicated they did not rely on the Workshop for training on how to prepare for the testing and opening of the application, but that April would be the best month for providing such training.
- The following are some of the points of discussion expressed about moving the opening date to July 1:
 - Students may be confused about which applications to complete, since applications will be open for two different years simultaneously. For example, in July and August 2017 students will have access to fall 2017 and fall 2018 applications. However, at present some institutions have multiple opening dates in a given term, and students successfully figure it out. Dynamic questions can be used to help with the selection.
 - High schools will not be open when the application cycle is initiated. Students will be unable to attain transcripts at that time. For some school districts, class ranks will not be available until August.
 - If a student wants to copy an application to another institution, the second institution might not yet be available. However, this is now a possibility. The student can go back and do the copy once the second school's application opens.
 - Students will have more time to complete the admission application.
 - No institution will be required to open its applications on July 1; each can continue to use its current schedule. The change would enable those who wish to do so to open on July 1.

Ms. Gann asked whether high school counselors had been surveyed about the proposed change, and the answer was "no." The timeline for making the change and implementing it for the 2018-19 cycle was too tight. We can anticipate some of their concerns, and perhaps help

address some of the issues. The committee members agreed that high school counselors need to be advised of the change.

Tim Brace indicated it would be possible for the ApplyTexas technical team to set things up for the change, but back off from doing it, if necessary. The problem would be the confusion this would likely cause institutions. Making a final decision today seemed the best course of action.

Ms. Lothringer asked if further discussion on this topic was desired. Hearing none, she asked the committee for a vote.

A vote was taken on the question of changing the opening date for ApplyTexas application cycles to July 1, starting with a July 1, 2017 opening date for the 2018-2019 application cycle. **The vote was unanimously in favor of the change.** Members present in person at the time of the vote included: Melinda Carroll, Rebecca Lothringer, Michelle Walker, Christine Gann, Mike Washington, Todd Fields, Nichole Mancone, Lisa Hernandez, Margaret Dechant, Pooja Malipaddi, Nidia Arellano Hassan, Joy Frazier and Mary Beth Marks. This represents a quorum, as the committee has 22 voting members. Two other voting members voted in favor for the action by telephone: Melissa Gann, and Connie Garrick.

The discussion turned to the issue of implementing the change.

- A notice will be sent to high school counselors, advising them of the change of opening dates to July 1.
 - It will indicate the committee's decision was based on results of a poll of participating institutions, and that the change will be in effect in July 1, 2017 for applications for Summer 2018, Fall 2018 and Spring 2019.
 - The notice will be sent out to the counselors:
 - Via a distribution list composed of emails of counselors currently with access to the Counselor Suite (Claudette Jenks of the THECB agreed to facilitate this);
 - Via a notice sent to Education Service Centers, asking them to distribute it to their regional counselors (Jane Caldwell of the THECB agreed to facilitate this); and
 - Via a notice shared with the TACAC listserv (Ms. Gann agreed to facilitate this).
 - The notice will include an invitation for counselors to identify things that might be done to ease the transition to this new schedule.
 - The first notice will be sent out as soon as possible.
 - A reminder will be sent out in mid-January.
 - Responses will be due by February 3.
 - A copy of the committee's draft notice is shown at the top of page 4 of these minutes.
- Mr. Brace agreed to get the word out to the technical vendors who currently serve Texas schools in the processing of admission data.

Notice to Counselors (Draft)

In November, a survey was sent to ApplyTexas participating institutions asking if they were interested in moving the ApplyTexas annual application start date from August 1 to July 1, starting in summer, 2017. Based on the responses to this survey, the ApplyTexas Advisory Committee has voted to allow institutions to make the ApplyTexas applications for the 2018-19 application cycle (Summer 2018, Fall 2018, and Spring 2019) available as early as July 1, 2017. Individual institutions will continue to have the option to open later than the July 1 official opening date.

We know that this change in schedule will also affect you and your students. How might we assist you in successfully making this change?

What outcomes do you think might affect the students and how may we partner in accommodating the transition?

We understand that this will be a transition and we ask for your patience during this change. Please submit your responses by Feb 3, 2017.

Discussion of Feedback from TACRAO "Hot Topics" Session

International Applicants and the 2-year Application. At the October 21 meeting two options were identified for providing 2-year institutions a fully functional application for international students – amend the 4-year international application so that 2-year schools can use it, or add an international 'module' to the 2-year app that would collect the information now missing. The need for improvements was brought up at the residency 'Hot Topic' session at the TACRAO meeting.

Nichole Mancone agreed to take the lead in pursuing this issue. Connie Garrick and Melinda Carroll agreed to assist. Mary Lemburg of Houston Community College had submitted a change request regarding an international application for 2-year institutions, and she will be invited to participate in the discussions.

- What additional information is needed?
 - In October, the following items were identified:
 - Whether IELTS was taken
 - Whether the student has or will take TOEFL
 - Expected source of financial support if you are, or will be in F-1 or J-1 status;
 - Personal or family funds
 - Government or private sponsor (give name of sponsor)
 - other (specify)
- How best can the additional information be acquired?
- Mr. Brace recommended the members of this workgroup go online and complete (but not submit) an international application, just to see how it works.

Dual Credit applicant questions. At present, some institutions use the US Freshman or 2-year application for admitting dual credit students. The consensus is that the applications require

students to report data not relevant to dual credit enrollment and/or fail to collect some of the needed data. How can the existing applications be improved to serve these students?

- How do we identify dual credit students?
- What information is needed to admit such students?

It was agreed to:

- send a copy of the US Freshman application to the committee members, asking them to:
 - identify the questions they require of dual credit students; and
 - identify any information that is needed, but not being collected;
- reach out to institutions that have their own dual credit applications, and ask them to share a copy with the committee; and
- discuss the results at the next meeting.

Discussion of Summer 2017 SPEEDE/EDI/ApplyTexas Workshop

The change in the opening date for the 2018-2019 cycle generates a need to consider rescheduling the SPEEDE/EDI/ApplyTexas Workshop (traditionally held in June).

Responses to the poll about moving the opening date to July 1 indicated (1) institutions want/need details of the changes as soon as possible, and (2) April would be the best month for hosting a training meeting.

The summer TACRAO meeting schedule (and contract with the hosting hotel) now includes a central day for ApplyTexas discussions. For Summer, 2017, this date would be July 19. This timing, however, does not accommodate the need for training for a July 1 opening date.

After discussion, the committee decided to look into the possibility of having an on-line workshop in April to cover technical issues (the SPEEDE/EDI) aspect of past workshops; and to use the July TACRAO meeting date to address ApplyTexas issues.

Michelle Walker agreed to reach out to Richard Jimmerson, who has coordinated efforts for the technical sessions at the workshop in the past, to see if this approach would be acceptable.

If the decision is to move in this direction, institutions will need to be notified as soon as possible. Should the notice come from the Coordinating Board or from ATAC?

Consideration of the Review of Proposed Changes to ApplyTexas Applications or Procedures

Before the discussion of proposals began, Jane Caldwell presented the committee with a copy of a draft "ApplyTexas Change Request" form (see page 6.) Members had suggestions for improving the form, and were asked to mark the changes they suggest on a copy of the form and send it to Jane. The revised form will be shared for further comment.

ApplyTexas Change Request

1. Requestor: (Name, Institution and Email Address)

2. Brief Description of Request: Please be as specific as possible; attach screenshots when appropriate.

3. Benefits of the Proposed Change: Attach additional pages as necessary.

4. Impact of Not Making Change:

5. Recommended Timeline for Change: Immediate, Next Application Cycle or Other. If Immediate, please explain.

☐ Immediate ☐ Next Application Cycle ☐ Other

6. Applications Impacted: Check all that apply.

☐ 2-year ☐ US Freshman ☐ Transfer ☐ Readmit ☐ International

☐ Graduate ☐ International Grad ☐ Scholarship

FOR APPLYTEXAS USE ONLY:

Size of Project ☐ Small ☐ Medium ☐ Large

Date approved by ApplyTexas Advisory Committee: _____

Date approved by the Texas Higher Education Coordinating Board: _____

Tim Brace (ApplyTexas Team Manager) led the discussion about changes that have been proposed for the 2018-19 application cycle. The following list includes items raised earlier during the 2016-17 ApplyTexas Advisory Committee meetings and new items raised since the October 21, 2016 meeting.

1. Show all custom questions at once instead of one at a time. Project Type: Large. Although the value of simplifying this section for students is recognized, the complexity of the process caused the committee to agree to leave it pending.
2. Remove question in scholarship application about parental income. Project Type: Small. This item was dropped from consideration by the committee at its October meeting.
3. In residency questions, add "n/a" to parent visa question (currently some applicants choose "none of the above", which has a different meaning than "n/a" (not applicable)). DONE.
4. Parental education level questions: second parent can be "unknown or not applicable" for relationship. Project Type: Small. It would add consistency to the wording of questions related to parents. This was approved by the committee in October.
5. Update "father/mother" to "parent 1/parent 2" in scholarship application. Project Type: Small. This was approved by the committee in October.
6. Address deliverability. Project Type: Medium/Large. Involves the purchase of vendor service to confirm that mail can be delivered to the address provided by the applicant. An error message would be generated when the student "saved" the relevant page of the application. The members do not want an "undeliverable" status to keep a student from submitting an application. They also asked how this would be funded. The funds would come from the payments of participating institutions; there is a provision for "professional services" under which this could perhaps fall. It will generate no additional cost to the institutions. Identified by the committee on December 5 as a **high priority** item for the 2018-19 cycle.
7. Add text to translate legalese on some items. Project Type: Small. Removed from list by technical team (the original source of the suggestion). Will be brought to the committee for consideration if/when specific issues are identified.
8. Add CEEB codes for colleges to the EDI files. Project Type: Withdrawn by requestor.
9. Add word count to custom questions and scholarship short answers. DONE
10. Add deadlines for essays. Project Type: Medium. Suggestions were made to make the use of essay deadlines optional for institutions. It would have to be implemented as an additional field in the application set-up, and would allow different deadlines for different types of applications. Was left pending by the committee due to higher priority on other proposed changes.

11. Open application cycles later in the morning than 12:01 am. Project Type: Small. The committee agreed to the request to open at 10:00 on the first day of each application cycle.
12. Open the application cycle earlier [than August 1] next year. Project Type: Large. Adopted by committee. See notes on pages 2-4.
13. Have class course information and extra-curricular information be copied when applications are copied from one institution to another. Project Type: Small. Testing is underway, and the problem has not been replicated. Students can now copy these to other applications, but only if (1) this information was completed and saved in the original application, and; (2) the new institution has not opted out of collecting this information. Better instructions are needed for applicant at the starting point for copying the application.
14. Change wording in the confirmation page for institution charging a \$0 application fee to indicate no charge is leveled, rather than wording that implies no decision has been made by the institution. Project Type: Small. This was approved by the committee in October. *An interest in expanding the options for listing charges (for instance, unique fee for dual credit students) was also discussed, but no action was taken.*
15. Require high school graduation dates for those who indicate they have or will have graduated from high school. Project Type: Small. Make HS graduation date mandatory, including for persons who complete a home-school HS program, and adjust the audit on this question so that it can reflect the graduation date for a person who graduates from high school even if he/she also completed a GED. Adopted by Committee as priority item at the December 5 meeting.
16. Give 2-year institutions the ability to break down the major sections into "colleges/schools" in a way similar to that available to 4-year institutions. Project Type: Small. The discussion indicated some confusion about whether this is already an option. This will be checked. Melinda Carroll also suggested that the 2-year major selection text use the term "program of study" rather than "college/school." The committee's conclusion was that institutions should be polled on this topic. Can the wording be improved to meet college needs, or is the only solution to make the labels customizable? Making it customizable is a medium-to-large project. More data needed. Left pending.
17. Share a list of administrative options for 4-year institutions with representatives of 2-year institutions. Project Type: Small. This would give 2-year institutions an opportunity to see if any of the unique 4-year options would be helpful to 2-year institutions. Two courses of action: (1) send the requestor a list of the options; (2) post information as FAQ in Administrative Suite. No programmatic changes to system at this time.
18. Clarify how students enrolling in dual credit or early college programs are to answer questions about college credit. Project Type: Small. The handling of dual credit residency questions is on hold until the CB legal office and/or Legislature has had an opportunity to meet and provide guidance. (Anticipated during the 85th Legislative Session, spring 2017.)

19. Correct listing to show "Change year of service..." on extracurricular activity/community/volunteer and employment page from a text question to pull-down box. Project Type: Small. This was approved by the committee in October.
20. Add respondent name and email as optional items on the application survey. Project Type: Small. DONE.
21. Confirm with committee that the essay word limits added to the 2017-18 applications are meeting their needs. Project Type: Small. Mike Washington admitted that The University of Texas at Austin has found the lower limit of 350 words to be too low. Their goal is to receive essays that are approximately 1 1/2 pages long. The decision of the committee was to increase the recommendations from 350-500 with a suggested maximum of 650 words to a recommendations of 500-750 words with no maximum requirement. DONE.
22. Investigate extracurricular/volunteer/awards section for ways to make it easier to complete. Project Type: Small/Medium. Fifty percent of the application survey respondents indicated this was the hardest section of the application. Watch and see; poll survey completers who raise this issue.
23. Make test scores page optional for schools that do not require that information for their admissions decisions. Project Type: Medium. Consider making test page optional for the colleges. Supported by committee members, but left pending due to other priorities.
24. New. ApplyTexas graduate applications are listed in the undergraduate admissions page. Please remove them. Project Type: Adopted by Committee as **priority item** at the December 5 meeting.
25. New. Clarify language RE availability of graduate application so that student can tell whether the application exists for the institution he/she chooses, but is not yet open, or that the institution does not use the ApplyTexas graduate application. Project Type: S. No formal action taken. Advise the institution to contact the AT help desk.
26. New. Make first residency question clearer. The handling of residency questions is on hold until the Legislature has had an opportunity to meet and provide guidance. (Anticipated during the 85th Legislative Session, Spring 2017.) No action taken.
27. New. Add English as one of the listed languages spoken fluently. In which applications should this change be made? If it is presented as a drop-down box, adding English would be easy. More information needed. No action at this time.
28. New. Remove scholarship question that asks where else the student is applying for scholarships and if the application in hand is for the first choice school. Question is slightly different – asks for top 5 institution preferences to which the student is applying. Suggestion: Poll scholarship app users about their need of the question.

29. New. Provide students more information about which application to complete. There is confusion. (Is the "grad" app for those who graduated from high school? ...those who completed an associate's degree???) Suggestion was to move instructions of the uses of the applications to the front of the process of completing an app, so the student can move to the correct form before wasting too much time on the wrong one. (Having the information as an FAQ is not enough. Too few applicants look at the FAQs.) ApplyTexas technical team needs guidance on how to improve the instructions.
30. New. Ask whether the applicant has ever been expelled, dismissed, suspended, etc., and provide space for explanation. Conclusion was that it is best to have the school collect this information via a custom question, rather than forcing each school to choose yes/no to collect the information. For now, leave as custom question. Would be interesting to search all the custom questions to identify pattern of asking for this information (or not).
31. New. Enable institutions to opt out of asking question about applying for fee waivers. In the past, the request to eliminate the question has been denied. Decision was to leave things as they are – continue addressing this through custom questions. Also, add information to the effect that "all institutions do not offer fee waivers" to the statement that a waiver is based on meeting certain criteria; documentation must be provided.
32. Basically, the same as request 17 – to improve the international application for 2-year institutions. Difficulty: Large. Committee agreed to make this a **priority item**. See discussion on page 4 of these minutes.
33. New. Add question to Re-admit application that will enable schools to know applicant's intention for re-enrolling. Conclusion was to add a question about student intent that lets the applicant choose one of the following: complete a baccalaureate; seek a second baccalaureate; enroll as a non-degree seeker; other. However, no action is to be taken at this time; other projects are to be given priority.
34. New. Reduce number of times a student has to write in his/her address. When completing supplemental parent information section, import the parents' address information into the student's cells if the student has indicated he/she lives with his/her parents. Difficulty: Medium. No action at this time. Need to resolve how to handle situations when address is changed.
35. New. Add a questions that will help institutions identify students who are foster care youth that they the students may be advised of available aid and services. There is strong support of this in the Legislature. Jane agreed to work with Department of Family and Protective Services and the Supreme Court of Texas Children's Commission to develop the appropriate wording. Add to US Freshman and 2-year app at first; add to other apps as soon as possible. Difficulty: M. Committee agreed to make this a **priority item**.
36. New. Expand the list of data elements sent to the colleges. Add transfer credit hours, parent education information, HS graduation date, high schools and colleges attended and dates to/from for all applications submitted at a given time. Committee agreed to make this a **priority item**.

37. New. Expand the list of data elements sent to the colleges. Add all custom questions. Left pending due to other priorities.
38. New. Update email sent to students when they submit applications, to include information about the timeline for the data reaching the schools. Suggested wording was: Your application will be sent to the above school in the next two working days, and there may be subsequent overnight processes necessary at your target institution before they are able to contact you. Please also keep in mind that weekends and holidays may further delay this communication. Adopted as a **priority item** by the committee.
39. New. Do not send institutions negative income numbers. Convert them to zeroes. Adopted as a **priority item** by the committee.

The majority of the proposed changes were small in nature and could be implemented by the technical team. There were 12 remaining items that the committee was asked to prioritize. Committee members present at this point in the meeting unanimously approved the items listed below in bold type.

- **Item 6** – Large project – Address deliverability

Beginning at this point in time, there was no longer a quorum of committee members present (in person or by telephone). Ten of the committee's 22 members were present (in person or by telephone) at the time of the following decisions. They included:

Melinda Carroll	Rebecca Lothringer	Candace Appleton-Kuntz
Todd Fields	Nichole Mancone	Joy Frazier
Melissa Gallien	Michelle Walker	Connie Carrick
		Mike Washington

- **Item 15** – Small project – Correct audits of GED/HS graduate questions
- **Item 24** – Small project – Remove grad application references in undergrad app list
- **Item 32** – Large project – improve the 2-year app for international students
- **Item 35** – Medium project – Add question to identify Foster Care applicants
- **Item 36** – Small project – add certain fields to the institution download file
- **Item 38** – Small project – Update email sent students when they submit apps¹
- **Item 39** – Small project – Have system replace negative income numbers with zeroes

The other four items were left pending for future consideration:

- Item 10 – Medium project – Optional deadlines for essays
- Item 23 – Medium project – Make test scores page optional for institutions
- Item 33 – Medium project – Add question to identify Re-admit students' intent
- Item 34 – Medium project – Auto-fill student address to Supplemental Parent page
- Item 37 – Medium-to-Large project – include custom question data in inst. Downloads

The list of items will be shared with members who were there at the beginning of the meeting but who had to leave before the vote was taken. Final committee recommendations will be based on the total vote of the committee.

¹ It was later determined that this was a minor text change and did not have to be prioritized.

Next Meeting

The committee agreed to have its next meeting on Tuesday, February 28, 2017, beginning at 9:00 am. Among the things to be discussed at that time are:

- High school counselor responses RE the change in the ApplyTexas cycle start date;
- Report from the THECB on how to engage high schools (mentioned by Jerel in October as an alternative to having workgroups;
- Questions to be included in the applications (or skipped) by students applying for dual credit courses;
- Plans for an April "virtual" meeting for technical training for the 2018-19 cycle and a July TACRAO presentation on ApplyTexas content changes

Adjourn

After concluding the current meeting's work was complete, the Co-Chairs asked for a motion to adjourn. The motion was voiced by Michelle Walker and seconded by Todd Fields.

**ApplyTexas Advisory Committee Meeting Notes
February 28, 2017**

Members Present:

Candace Appleton-Kuntz—Texas Christian University
Larry Barroso—South Texas College
Melinda Carroll, Co-Chair—North Central Texas College
Margaret Dechant—Texas A&M University-Corpus Christi
Todd Fields—Collin County Community College District
Christine Gann—Sam Houston State University
Jamie Hansard—Texas Tech University
Lisa Hernandez—Angelo State University
Rebecca Lothringer, Co-Chair—University of North Texas
Nichole Mancone—Tarrant County College
Michelle Walker—Texas A&M University
Michael Washington—The University of Texas at Austin

Members Attending the Meeting via Telephone:

Connie Garrick—Lone Star College System
Vanessa Maldonado—Texas State Technical College
Pooja Mallipaddi—The University of Texas at Arlington (Student Representative)

Members Not Present:

Drew Canham—McLennan Community College
Nick Cioci—Lamar Institute of Technology
Joy Frazier—The University of Texas at Arlington
Nidia Arellano Hassan—Tyler Junior College
Mary Beth Marks—Sul Ross State University
Scott Smiley—The University of Texas of the Permian Basin

Ex-Officio Members Present:

Tim Brace—ApplyTexas Technical Team (UT-Austin)
Pilar Janis—Brownsville ISD

Other Attendees:

Derek Hutchins—Houston ISD
Malyn Picket—Texas Christian University

Texas Higher Education Coordinating Board and ApplyTexas Staff Present:

Jerel Booker—THECB
Diana Foose—THECB
Claudette Jenks—THECB
Rebecca Kindschi—ApplyTexas Technical Team (UT-Austin)
David Muck—ApplyTexas Technical Team (UT-Austin)
Monique Murphy—ApplyTexas Technical Team (UT-Austin)

Welcome and Introductions

Co-Chair Melinda Carroll called the ApplyTexas Advisory Committee (ATAC) meeting to order and welcomed everyone. She then asked members to identify themselves and the institution they represent.

Review and Adoption of Minutes

Rebecca Lothringer then presented the minutes from the December 5, 2016 meeting. One minor change was made. A motion for adoption of the amended minutes was made by Nichole Mancone, was seconded by Michelle Walker, and was passed by the committee.

ApplyTexas Technical Team Report

Tim Brace (ApplyTexas Technical Team Manager) led the discussion about changes that have been proposed for the 2018-19 application cycle. The following list includes items raised earlier during the 2016-17 ApplyTexas Advisory Committee meetings and new items raised since the October 21, 2016 meeting.

1. Show all custom questions at once instead of one at a time. Project Type: Large.
Although the value of simplifying this section for students is recognized, the process is complex. This item was left pending.
2. Remove question in scholarship application about parental income. Project Type: Small.
This item was left pending.
3. In residency questions, add "n/a" to parent visa question (currently some applicants choose "none of the above", which has a different meaning than "n/a" (not applicable)).
DONE.
4. Parental education level questions: second parent can be "unknown or not applicable" for relationship. Project Type: Small.
It would add consistency to the wording of questions related to parents. This was approved by the committee in October. Currently in progress.
5. Update "father/mother" to "parent 1/parent 2" in scholarship application. Project Type: Small.
This was approved by the committee in October. Currently in progress.
6. Address deliverability. Project Type: Medium/Large.
Involves the purchase of vendor service to confirm that mail can be delivered to the address provided by the applicant. An error message would be generated when the student "saved" the relevant page of the application. The members do not want an "undeliverable" status to keep a student from submitting an application. They also asked how this would be funded. The funds would come from the payments of participating institutions; there is a provision for "professional services" under which this could perhaps fall. It will generate no additional cost to the institutions. Identified by the committee on December 5 as a **high priority** item for the 2018-19 cycle. The Technical Team is moving forward with this item.
7. Add text to translate legalese on some items. Project Type: Small.

Removed from list by technical team (the original source of the suggestion). Will be brought to the committee for consideration if/when specific issues are identified.

8. Add CEEB codes for colleges to the EDI files. Project Type: Withdrawn by requestor.
9. Add word count to custom questions and scholarship short answers. DONE.
10. Add deadlines for essays. Project Type: Medium.
Suggestions were made to make the use of essay deadlines optional for institutions. It would have to be implemented as an additional field in the application set-up, and would allow different deadlines for different types of applications. Was left pending by the committee due to higher priority on other proposed changes and is on backlog to work on as a secondary priority by the team.
11. Open application cycles later in the morning than 12:01 am. Project Type: Small.
The committee agreed to the request to open at 10:00 on the first day of each application cycle. DONE.
12. Open the application cycle earlier than August 1 next year. Project Type: Large.
Adopted by committee. Application will open July 1. (See notes on pages 2-4). DONE.
13. Have class course information and extra-curricular information be copied when applications are copied from one institution to another. Project Type: Small.
Testing is underway, and the problem has not been replicated. Students can now copy these to other applications, but only if (1) this information was completed and saved in the original application, and; (2) the new institution has not opted out of collecting this information. Better instructions are needed for applicant at the starting point for copying the application. DONE.
14. Change wording in the confirmation page for institution charging a \$0 application fee to indicate no charge is levied, rather than wording that implies no decision has been made by the institution. Project Type: Small.
This was approved by the committee in October. *An interest in expanding the options for listing charges (for instance, unique fee for dual credit students) was also discussed, but no action was taken.* DONE.
15. Require high school graduation dates for those who indicate they have or will have graduated from high school. Project Type: Small.
Make HS graduation date mandatory, including for persons who complete a home-school HS program, and adjust the audit on this question so that it can reflect the graduation date for a person who graduates from high school even if he/she also completed a GED. Adopted by Committee as priority item at the December 5 meeting. DONE.
16. Give 2-year institutions the ability to break down the major sections into "colleges/schools" in a way similar to that available to 4-year institutions. Project Type: Small.

The discussion indicated some confusion about whether this is already an option. This will be checked. Melinda Carroll also suggested that the 2-year major selection text use the term "program of study" rather than "college/school." The committee's conclusion was that institutions should be polled on this topic. Can the wording be improved to meet college needs, or is the only solution to make the labels customizable? Making it customizable is a medium-to-large project. More data needed. Left pending.

17. Share a list of administrative options for 4-year institutions with representatives of 2-year institutions. Project Type: Small.
This would give 2-year institutions an opportunity to see if any of the unique 4-year options would be helpful to 2-year institutions. Two courses of action: (1) send the requestor a list of the options; (2) post information as FAQ in Administrative Suite. Done.
18. Clarify how students enrolling in dual credit or early college programs are to answer questions about college credit. Project Type: Small. The handling of dual credit residency questions is on hold until the CB legal office and/or Legislature has had an opportunity to meet and provide guidance. (Anticipated during the 85th Legislative Session, spring 2017.) On Hold.
19. Change input of birth year on employment and extracurricular page from a text option to a pull-down menu. Project Type: Small.
This was approved by the committee in October. Done.
20. Add respondent name and email as optional items on the application survey. Project Type: Small. DONE.
21. Confirm with committee that the essay word limits added to the 2017-18 applications are meeting their needs. Project Type: Small.
Mike Washington admitted that The University of Texas at Austin has found the lower limit of 350 words to be too low. Their goal is to receive essays that are approximately 1 1/2 pages long. The decision of the committee was to increase the recommendations from 350-500 with a suggested maximum of 650 words to a recommendations of 500-750 words with no maximum requirement. DONE.
22. Investigate extracurricular/volunteer/awards section for ways to make it easier to complete. Project Type: Small/Medium.
Fifty percent of the application survey respondents indicated this was the hardest section of the application. Watch and see; poll survey completers who raise this issue.
23. Make test scores page optional for schools that do not require that information for their admissions decisions. Project Type: Medium.
Consider making test page optional for the colleges. Supported by committee members. Pending due to other priorities, but Technical Team should be able to complete.
24. New. ApplyTexas graduate applications are listed in the undergraduate admissions page and need to be removed. Adopted by committee as a **priority item** at the December 5 meeting. Done.

25. New. Clarify language RE availability of graduate application so that student can tell whether the application exists for the institution he/she chooses, but is not yet open, or that the institution does not use the ApplyTexas graduate application. Project Type: S. No formal action taken. Advise the institution to contact the AT help desk. No action taken.
26. New. Make first residency question clearer. The handling of residency questions is on hold until the Legislature has had an opportunity to meet and provide guidance. (Anticipated during the 85th Legislative Session, Spring 2017.) No action taken.
27. New. Add English as one of the listed languages spoken fluently. In which applications should this change be made? If it is presented as a drop-down box, adding English would be easy. More information needed. No action at this time.
28. New. Remove scholarship question that asks where else the student is applying for scholarships and if the application in hand is for the first choice school. Question is slightly different – asks for top 5 institution preferences to which the student is applying. Suggestion: Poll scholarship app users about their need of the question. No action taken.
29. New. Provide students more information about which application to complete. There is confusion. (Is the “grad” app for those who graduated from high school? those who completed an associate’s degree?) Suggestion was to move instructions of the uses of the applications to the front of the process of completing an app, so the student can move to the correct form before wasting too much time on the wrong one. (Having the information as an FAQ is not enough. Too few applicants look at the FAQs.) ApplyTexas technical team needs guidance on how to improve the instructions.
30. New. Ask whether the applicant has ever been expelled, dismissed, suspended, etc., and provide space for explanation. This question addresses issues about student conduct as opposed to academic restrictions. Conclusion was that it is best to have the school collect this information via a custom question, rather than forcing each school to choose yes/no to collect the information. For now, leave as custom question. Would be interesting to search all the custom questions to identify pattern of asking for this information (or not).
31. New. Enable institutions to opt out of asking question about applying for fee waivers. In the past, the request to eliminate the question has been denied. Decision was to leave things as they are – continue addressing this through custom questions. Also, add information to the effect that “all institutions do not offer fee waivers” to the statement that a waiver is based on meeting certain criteria; documentation must be provided.
32. Basically, the same as request 17 – to improve the international application for 2-year institutions. Difficulty: Large.
Committee agreed to make this a **priority item**. See discussion on page 4 of these minutes.

33. New. Add question to Re-admit application that will enable schools to know applicant's intention for re-enrolling. Conclusion was to add a question about student intent that lets the applicant choose one of the following: complete a baccalaureate; seek a second baccalaureate; enroll as a non-degree seeker; other. However, no action is to be taken at this time; other projects are to be given priority.
34. New. Reduce number of times a student has to write in his/her address. When completing supplemental parent information section, import the parents' address information into the student's cells if the student has indicated he/she lives with his/her parents. Difficulty: Medium.
No action at this time. Need to resolve how to handle situations when address is changed.
35. New. Add a questions that will help institutions identify students who are foster care youth that they the students may be advised of available aid and services. There is strong support of this in the Legislature. Jane agreed to work with Department of Family and Protective Services and the Supreme Court of Texas Children's Commission to develop the appropriate wording. Add to US Freshman and 2-year app at first; add to other apps as soon as possible. Difficulty: Medium.
Committee agreed to make this a **priority item**.
36. New. Expand the list of data elements sent to the colleges. Add transfer credit hours, parent education information, HS graduation date, high schools and colleges attended and dates to/from for all applications submitted at a given time. Committee agreed to make this a **priority item**. Technical Team will be able to make these changes.
37. New. Expand the list of data elements sent to the colleges. Add all custom questions. Left pending due to other priorities.
38. New. Update email sent to students when they submit applications, to include information about the timeline for the data reaching the schools. Suggested wording was: Your application will be sent to the above school in the next two working days, and there may be subsequent overnight processes necessary at your target institution before they are able to contact you. Please also keep in mind that weekends and holidays may further delay this communication. DONE.
39. New. Do not send institutions negative income numbers. Convert them to zeroes. Adopted as a **priority item** by the committee. DONE.

Discussion of ApplyTexas Application Change Requests

Claudette Jenks presented the committee with a copy of the updated "ApplyTexas Change Request" form. The committee discussed suggestions for improving the form:

- o web-based, changes to wording, options, etc.
- o the need to establish a process for handling the requests
- o the creation of an ATAC email box and where it would be hosted (UT or THECB?)
- o develop a place on the ApplyTexas website where the form should be posted

Claudette Jenks will update the form to include changes discussed at the meeting. For the time being, forms will be submitted to the AT Help Desk via email, until a web-based form is created and an ATAC email account is established.

Specific changes to the ApplyTexas Change Request Form:

- Box 1: Add "Title" to the Requestor Information
- Box 2 (New): "Is this a new request or a modification to an existing application?" Add check box or a drop-down list for completer to indicate which.
- Box 2 becomes Box 3: No other change
- Box 3 becomes Box 4: No other change
- Box 4 becomes Box 5: No other change
- Box 5 becomes Box 6: Remove all current wording. Add "On which application would you like to see this change be implemented?" Add "Fall", "Spring", "Summer" options (add check boxes or drop down list) and add a line for the year (text fill-in or drop down box). Add additional space for an explanation.
- Box 6 becomes Box 7: Change Title to "Applications/Systems Impacted". Add "International Freshman", "Counselor Suite", and "Admin Suite"
- *ApplyTexas Use Only* Box: Change wording to "Date reviewed by ATAC" and "Date reviewed by THECB". Add "Action Taken"
- Other Changes: Add instructions on where to submit the form, which will include the email address for the AT Help Desk through the AT Admin email.

Discussion of ApplyTexas Application Change Requests

Claudette Jenks led the discussion regarding change request submitted to the THECB and UT. The committee discussed and voted on changes.

Request 1: Reword the question dealing with reverse transfer so that the default answer is "yes" and the applicant has to opt OUT of having this done. Suggested wording:

Your transcript will be shared with the Texas community college(s) you previously attended for considering your eligibility for and awarding of an Associate's degree (if you qualify). Do you consent?

☐ Yes ☐ No ☐ Not applicable – question does not apply to me

Nichole Mancone asked if there are FERPA implications with an automatic opt in to yes to release the students' academic information and explained that the student should opt in. Margaret and Michelle referenced legislation says students opt in. Michelle stated the wording of the question is not an issue, but the default to yes is an issue. Tim reviewed the current question with the committee and said the intent is the same but the language is stronger. Rebecca said the suggested language is stronger to have the student select yes, however, there is a concern with opting the student into a yes. Claudette recommended the question be vetted through CB legal staff to see if there are any implications with the question. Rebecca asked why it is a default question. Michelle agreed with the language but recommended the question be left without a default. Tim confirmed with the UT team that the current question defaults to yes. Tim asked the committee if they want to keep it at a default yes, change it from a required question, or

make other changes. Michelle said institutions do not rely on this question for reverse transfer and institutions follow-up with students despite the question. Christine Gann referenced House Bill 3025, it does not indicate that the student has to opt in or out and according to National Student Clearing House, reverse transfer is FERPA compliant. Nichole said National Student Clearing House is FERPA compliant because they get consent from the student. Claudette confirmed with THECB staff the current question is an automatic default yes. Tim explained the THECB directed the automatic yes. Rebecca said the question gives the impression to a student that the institution will automatically send the transcript and legislation says the institution does provide this opportunity for students.

Christine said she has an issue with the "s" on college/s. The student selects the college they want the transcript to go and with the most credit hours. Todd Fields said to keep the "s" to allow student to have a choice of what colleges to send their transcript. Connie Garrick said UT sends to multiple community colleges if a student has attended more than one, however, a student cannot get degrees from more than one college. Melinda heard from another institution that also sends to multiple colleges if they meet the number of credits listed in legislation. Christine said to leave the "s" in college/s. Michelle moved to accept the wording changes as requested. Rebecca asked the committee about the default to yes part noting that Nichole raised concern with opting yes. Melinda recommended to make it a required question without a default. Rebecca received external communications from other institutions listening in to the meeting that also feel the default yes is a FERPA concern. The committee's recommendation is to make it a required question with no default.

Michelle recommended to accept language as proposed, there be no default with this question, and maintain it as a required question. If the THECB determines that the response should auto-default "yes", then the ATAC will follow the recommendation.

Motion: Michelle Walker; Seconded: Todd Fields. Approved.

Request 2: Provide a question to identify students who were in foster care or conservatorship of the state and may qualify for benefits.

Michelle asked if a student was in foster care in 3rd or 4th grade, would they be eligible. Claudette said this is a self-reporting question to bring awareness to the student that they may qualify for benefits. Jamie Hansard said yes the student would qualify, when adopted out of foster care, they receive a certificate to turn in when the student applies to college. Rebecca asked if this question is prompting the institution to do something with this information. Currently, the institution's student information systems are not set-up to gather this information. Nichole said the question implies that answering this question assumes the student is applying for aid. Christine said this is a post admission question. A lengthy discussion ensued regarding the reason for adding the question. Claudette Jenks commented that this was developed as part of a work group relating to HB3748, which requires the THECB and the Department of Family and Protective Services to coordinate together to let students who have been in foster care know about opportunities in higher education. Rebecca said it is true there is nowhere on the application to know if a student is eligible, likes the intent, but the wording suggest that the student will use this question

to apply for aid. Nichole was concerned about institutions retaining this data due to data request. Claudette stated this is a hot topic with the legislature and they would like to see this question on the application. Michelle stated the language is confusing for students who answer all questions on the application. Margaret questioned as to whether or not ApplyTexas was the appropriate platform to pose this question to students. It might be better for Financial Aid to handle this question. Margaret stated Apply Texas application cannot be the catch all for every bit of legislation. Rebecca added that others listening in agreed the question needed be reworded and recommended a link to the College for All Texans website so students can get information. Margaret said foster care is addressed during orientation at their campus. Claudette said if it is consensus of the committee to change the language, it can be changed and include not applicable as an option to be consistent with the prior reverse transfer question. Claudette said there is a workgroup of foster care experts was established regarding HB3748 who developed the question. Christine referred to the bill and said it is for students to ease transition within the first two weeks of enrollment at a new school. Claudette said there is currently a committee that met to respond to this legislation and the recommendation is to include this question. It was determined that not all institutions are set-up to receive the information and do not have processes in place to follow-up with students. Nichole said if the data collected it is not applicable to admissions, then it shouldn't be on the application. It would set a precedent to store other information on exemptions and becomes a database. Jerel Booker addressed the committee to give some insight about legislative actions that may be implemented once the current session is concluded. He stated there is a movement to reach the foster care population and the committee may be required to add a question if mandated by legislature.

Claudette recommended we table the question, revise the language as suggested, and return upon further guidance from legislation or leadership. Rebecca stated the other concern is the expectation of the institutions and colleges receiving and owning/housing the data. Claudette said that's a valid concern and there needs to be further discussion if the data is collected and where the data goes. Jerel said this is a helpful discussion when meeting with the legislature. Margaret stated it would be unfortunate if the committee is forced to do anything. The purpose of the advisory board is to protect the integrity of the application. Margaret agreed there is a value to the question and services need to be provided, but the expectation that they would steward the information puts a huge burden on the admissions office and it is outside the scope of the responsibility. Christine stated that she is hesitant to put on the application a question that would give a student an advantage or disadvantage regarding admission. Melinda said if this is to be a required question it needs to include a link to CollegeforallTexans.com so the student knows the requirements and agreed with Margaret that this would be additional responsibility to the admissions office without the mechanisms to follow-up with the students. Jerel said the THECB collects the data, but the data is not adding up. Christine said questions 40-53 on the FAFSA application already address foster care. Jerel said he would consult with the committee if there is additional information needed from the legislature.

Rebecca recommended tabling this question. Claudette said she will revise the language "wish to apply" to a neutral statement, add not applicable, and will talk with our internal leadership regarding recommendations for this question. The committee agreed to table the question.

Request 3: Regarding language changes to the scholarship application.

Nichole asked why it was suggested to remove word "briefly" from question 4. A student can get very wordy about their plans after attaining Bachelor's degree. Christine clarified that the student is limited to 80 characters.

Motion to approve the changes: Christine Gann; Seconded: Michael Washington.
Approved.

Lunch session: Break for 30 minutes

Rebecca called meeting back to order. Rebecca started discussion with reviewing outstanding items from the December meeting to give Tim and the team direction on final changes for this year. The committee re-reviewed the items from the morning that needed additional information.

1. Show all custom questions at once instead of one at a time. Project Type: Large
Rebecca said it was left pending, it is a big project all the custom questions were shown at one time but Tim suggested it can be two reports. Tim said it would be two different things, showing them in the application and adding it to download. Tim said the separate download is already on the list, Rebecca said this is about having all the custom questions show at one time on the application. It was left pending from last meeting. Item is tabled for a later time.
2. Remove question in scholarship application about parental income. Project Type: Small
Dropped from consideration. This is regarding asking parental income question, could be added as a custom question. Rebecca asks if committee wants to remove the question, no objections, Rebecca stated committee will remove this question from consideration.
10. Add deadlines for essays. Project Type: Medium
Left pending last meeting. Tim said it is on the backlog to complete. It is on the list secondary priority and would be considered for completion, but priority list comes first. Tim said the deadlines for essays will have the option to be equal to or later than the deadline for the application.
22. Investigate extracurricular/volunteer/awards section for ways to make it easier to complete. Project Type: Small/Medium. Tim said there has been discussion and looked at other applications where students list top three. Feedback from the committee recommended not to limit. Tim said they could get rid of the items, or increase them and make suggestions to the team. Rebecca noted they need to look into the limits. No specific changes at this point and will wait for survey results. Tabled at this time.
23. Make test scores page optional for schools that do not require that information for their admissions decisions. Project Type: Medium. Rebecca noted it was on back log and asked if it will be completed. Tim said this a secondary priority, not a high priority on the list, will work on this if there is time.
25. New. Clarify language RE availability of graduate application
Tim said some institutions don't use the application for their graduate students, recommended language in the system that states this institution does not use Apply Texas as a graduate application. Tim recommended including for more information and to contact the institution. The team added that institutions can also be removed from the dropdown list. Work is progress, nothing more needed from committee.
27. New. Add English as one of the listed languages spoken fluently.

Rebecca asked if the team needed information from the committee. Tim asked where the committee wants this, what application type, what field, if there's a drop down to add English? Michelle said English is implied since it is other languages. Committee agreed to remove.

28. New. Remove scholarship question that asks where else the student is applying for scholarships and if the application in hand is for the first choice school. Tim shared that NACAC has a document on ethics saying students should not be asked this question. Michelle said there is one scholarship provider that does require this question and would want to know if this student is on multiple scholarship list but it can be managed differently. Michael read the NACAC Admission and Financial Aid statement that members would agree they will not ask students to list or rank college or university preferences on documents. Committee agreed to remove question. Christine said some institutions may not know this and may be asking this question somewhere else. Nichole motioned to remove the scholarship question, Christine seconded. Approved.
29. New. Provide students more information about which application to complete. Rebecca noted that this question was left pending with a possible work around and needed guidance from the committee. Tim recommended better instructions and to put the link in a more prominent place. Need committee to provide clarification on instructions. This is a text change. Team will review and make suggestions to THECB and bring to the chair and co-chair, if needed.
37. New. Expand the list of data elements sent to the colleges. Tim said this is on the list to get done if there is time. Add custom questions to the exported file with two separate downloads, Tim said this can be added anytime throughout the year after July 1. Michael Washington asked to look into essay prompts in the application process.

Rebecca asked Tim if the questions regarding the reverse transfer and scholarship question discussed during this meeting can be worked in. Tim said the questions are text changes and can be done in approximately two weeks.

Michael discussed a new change requests from UT to change the essay structure by creating a custom essay prompt similar to custom questions. Institutions cannot use the custom questions because of the word limit. This suggestion has been recommended before. Since the essays are revised every three years, the intent is to use the custom essay for more holistic purposes. Claudette said adding additional essays may be a barrier to students who start working on their essays earlier. Tim said they receive emails from counselors about the essay prompts. Michael would like to make their essays more relevant to their university. Michelle clarified that the customization benefits the student and prevents having supplemental applications. Claudette wanted to clarify if the institution whether or not the request was just to use custom essays or to use them in addition to the current essay prompts. Tim explained the best way to accommodate this request is to create the capability of custom essays rather make the custom questions larger.

Discussion of the High School Counselor Responses Regarding the ApplyTexas Cycle Start Date Change

Claudette Jenks said only two responses were received for clarification. First response regarded the fact that counselors do not work during the summer. The counselor was notified that this is an option for students to start working on the application earlier due to the FAFSA date opening earlier. The second response was if admission deadlines were going to move up and whether all

information would have to be submitted all at once. Claudette responded to both stating no, deadlines do not change and information does not have to be submitted all together.

At this time, Tim asked the committee if they wanted to assess custom essay and look into a way to do so this cycle. This would be a medium project. Tim reviewed how this would be accommodated in the Admin Suite. Claudette said currently, students already know the essay prompts and can prepare. Michael said they would publish the information earlier to help students. Michelle and Margaret supported looking into this option. Michael stated that the general essay prompts might not get at what admissions looks for in the review process. Rebecca mentioned the essay prompts might need to be reviewed earlier. Tim asked the UT team what would be needed for this change. This change would be needed for each app type. The team will review and put on the secondary priority list.

Claudette asked if Derick Hutchinson, from secondary education, if he had anything to contribute. Derick asked that the committee consider the other essays students complete in addition to the ApplyTX application. It may be difficult for students to be prepared for as many essays and he would be in favor of common essays to make the application easier for the students. Margaret asked how a custom question would be a barrier to a student. Claudette said a student can potentially be submitting multiple applications with multiple custom essays. Derick said students also fill out essays for scholarships. Margaret did not see this as a barrier for the student and supports the option. Claudette asked that a change request be submitted. Committee will table the request and wait to receive the change request.

Update on the International Applicants and the 2-Year Application

Nichole Mancone reported on the international application and the 2-year application. All information was compiled to see what's on international and two year application and try to figure out the skip logic that Apply Texas would need to create the application. For example, the question, "Are you a US citizen" and fill in questions from the international application that were missing in the two year application. This would be put in a way that if a student doesn't need to answer the international questions, the student would not see the information. Nichole sent the question to the ApplyTX team with follow up information regarding visa types and would test when ready. Tim recognized Nichole for her work and suggestions and asked Rebecca Kindschi to provide additional information. Rebecca K. said the plan is the same as what's done with the four year app by guiding them to use international or US app. Difference comes from selection of dual credit or not dual credit. If a student answers they are not a US citizen, not a resident, or visa that makes them eligible for domicile, or not a Texas resident for 36 months, then the staff would replace the current residency section with the preliminary visa section from the international four-year app. They will also add test scores for international apps to one of the educational background pages. Rebecca K. asked the committee if they want just the two international test scores or other test scores also. Tim asked Nichole and other institutions to help provide additional feedback and testing. The changes will be for this cycle.

Update on Results of Institution's Dual Credit Application Process

Melinda asked for an update on the dual credit application process. No specific committee member was tasked with this. Nichole Mancone crafted a question for a survey to be sent out and sent it to Jane Caldwell in the transition, no movement on this has occurred. Nichole will resend the information to Claudette. Claudette said it was understood that this was a general discussion to find out more research on how the dual credit question was being utilized in Apply

Texas, not everyone uses the dual credit question. It was understood there might be custom questions added to find out more information but it was decided that the committee would table the discussion because there is interest to create a dual credit application. The THECB can send this question out through the TACRAO website, but would be reviewed for next cycle. Rebecca stated as more students are taking dual credit, the regular application is difficult to use. Dual credit students have to fill out the whole application to take one course, this would help the student. Claudette said from a counselor perspective, another issue about using the full application is those applications also get counted and are not separated in the Counselor Suite.

Update Regarding Technical Training for the 2018-19 cycle and a July TACRAO Presentation on ApplyTexas Content Changes

Michelle Walker reported to the committee the meeting will be July 19 in Austin, TX between the university issues meeting and the community college meeting and it will be the traditional Apply Texas meeting. By having the meetings at similar times helps schools save money. Rebecca said it was discussed that a web-based meeting for the technical teams be in April based on survey results. Tim said they have not asked the technical teams about having online training. They will send out the changes but won't have the conference until after they are up and running. They will not use the conference to introduce what's in production but should be done with testing by that time. Tim and Rebecca K. will be providing a presentation at a conference in May which will take care of about 40 institutions. Tim said they will need to think of another way to reach other institutions and suggested to poll the IT contacts to see what they want. They have already submitted a proposal for the TCC conference also. Christine asked if they could post changes prior to the meeting. Tim said the goal would be to post changes to Admin Suite in May or early June. Tim said we also need to keep vendors posted on changes. Christine recommended when changes go out, to also send notice to TACRAO. Rebecca said regarding the two meetings, Tim will get with the technical teams to find out what support they need. The workshop will be more for users and will have to decide if it should include IT, SPEEDE will have their teams, but this might be more a user conference. Michelle said typically the meeting is co-chaired by one of the chairs from the ATAC and Richard Jimmerson, the standing IT committee chair, and meetings should begin soon. Tim said UT provides sessions but does not get feedback about things that are in production, more about how people are consuming the applications. Michelle recommended to Tim to let Richard Jimmerson know they are presenting because they are looking for more ideas to get more technical teams to come. Michelle said the meeting times have changed, university issues will meet all day on July 18 and community colleges half a day on July 18 and half day on July 19. Michelle recommended to connect with Richard Jimmerson to begin planning to get an agenda in place and confirm with presenters.

Discussion of Future Agenda Items and Next Meeting Date

The committee agreed to have its next meeting on Wednesday, April 12, 2017, beginning at 9:00 am. Items for next meeting include:

- Residency update
- Workflow for receipt and review of change requests
- Apply Texas workshop update
- Update on progress of ApplyTexas application
- Discussion of new changes
- Planning time/dates for future ApplyTexas virtual meetings

Claudette informed the committee that there is a recommendation from the state to limit expenses for advisory committees and it may impact the frequency of future Apply Texas meetings. Jerel shared with the committee that there may be legislation that would require these changes.

Derick said in reviewing the May 4th minutes there was a panel discussion regarding student user names. He asked for an update on the status on this discussion. David Muck said this is in testing and that ApplyTX is moving to use email as a user ID, hopefully moving to production in March.

Adjournment

Rebecca adjourned the meeting at approximately 2:40 p.m.

Committee on Academic and Workforce Success

AGENDA ITEM V-C (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University for a Doctor of Philosophy (PhD) degree with a major in Exercise Physiology

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed PhD program would prepare graduates for academic and research-based careers that address health disparities in the physiological processes that lead to disease and disability among specific populations through the integration of exercise physiology, human performance, nutrition, and motor behavior. Students would design and implement physical activities programs, assess physiological responses and adaptations to physical activity, design and conduct research, and complete a dissertation of publishable quality. An analysis of workforce demand indicates growth at both national and state levels for exercise physiologists. The Bureau of Labor Statistics (BLS) projects a 10.6 percent increase nationally, and a 16.2 percent increase in Texas from 2014 to 2024 for roles requiring a bachelor's degree at minimum. These estimates do not include the anticipated increase in faculty, medical professionals, and holistic healthcare roles that will require doctoral-level training. The proposed program at Texas Tech University (TTU) would distinguish itself by addressing health disparities for Hispanic populations, and training Hispanic scholars. The proposed program would build upon the successful bachelor's and master's level Kinesiology and Exercise Science programs at TTU.

TTU's core faculty has a headcount of 10 and a full-time equivalent (FTE) of 3.25. The campus is currently conducting three faculty searches for replacement hires to bring the headcount to 12 and FTE to 4.0.

Contingencies: In accordance with the institution's proposed hiring schedule, TTU agrees to hire three additional faculty positions prior to the fall 2018 start of the program. By June 1, 2018, TTU will provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

The program will also include updates on the two additional faculty hires planned for fall 2019 in the five annual reports.

Texas Tech University (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	85.3%	75.4%
	Doctoral 10-Year Graduation Rate	57.0%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No N/A
	Recently Approved Doctoral Programs: Educational Leadership (PhD, 2014) enrollment is below projected (Enrollments in Year 3 were 7, institution projected 29. Recruitment of second cohort was delayed to January 2018)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No N/A

Proposed Program:

The proposed program would be offered face-to-face on the main campus, in Lubbock, TX. The proposed program would require 60 semester credit hours of instruction that would be available beginning in fall 2018. The proposed program would prepare students for academic and research-based careers that address health disparities in the physiological processes that lead to disease and disability among specific populations through the integration of exercise physiology, human performance, nutrition, and motor behavior. Students would design and implement physical activities programs, assess physiological responses and adaptations to physical activity, design and conduct research, and complete a dissertation of publishable quality. The proposed program at TTU would distinguish itself by addressing health disparities for Hispanic populations, and training Hispanic scholars.

The institution estimates that five-year costs would total \$2,287,263, and has identified funding resources of \$2,793,842 over the same period.

Existing Programs:

There are currently no doctoral programs in exercise physiology in Texas. However, there are six kinesiology and exercise science doctoral programs in Texas. Five of these programs include an emphasis or focus area of courses in exercise physiology: Baylor University, Texas A&M University, Texas Woman's University, University of Houston, and The University of Texas at Austin. The University of Texas at Arlington's program does not include a focus area in exercise physiology.

Public Universities:

Texas A&M University
Texas Woman's University
University of Houston
The University of Texas at Austin
The University of Texas at Arlington

Independent Colleges and Universities:

Baylor University

There are no existing programs within a 60-minute drive of proposed program. The closest similar program is at Texas Woman's University, which is located 297 miles from the proposed program.

In 2016, 35 doctoral degrees in kinesiology and exercise science were awarded by Texas public universities, an increase of 25 percent from 2011.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	5	12	12	17	18
<i>Graduates</i>	0	0	0	5	6
<i>Avg. Financial Assistance</i>	\$15,000	\$15,417	\$16,417	\$16,706	\$16,278
<i>Students Assisted</i>	5	12	12	17	18
<i>Core Faculty</i>	4.0	4.75	4.75	4.75	4.75
<i>Total Costs</i>	\$255,000	\$411,300	\$479,626	\$562,979	\$578,358
<i>Total Funding</i>	\$221,630	\$439,912	\$596,851	\$696,825	\$838,624
<i>% From Formula Funding</i>	0	0	18%	16%	26%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 338,263
Faculty (Reallocated)	\$ 850,000
Program Administration	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 1,034,000
Clerical/Staff (New)	\$ 0
Clerical/Staff (Reallocated)	\$ 25,000
Other	\$ 0
Supplies and Materials	\$ 0
Library and IT Resources	\$ 15,000
Equipment	\$ 25,000
Facilities	\$ 0
Other	\$ 0
Total	\$ 2,287,263

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 436,635
Tuition and Fees	\$ 448,206
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 1,909,000
Federal Funding (In-Hand Only)	\$ 0
Other	\$ 0
Total	\$ 2,793,842

Major Commitments:

TTU's core faculty has a headcount of 10 and a full-time equivalent (FTE) of 3.25. The campus is currently conducting three faculty searches for replacement hires to bring the headcount to 12 and FTE to 4.0. In accordance with the institution's proposed hiring schedule, TTU agrees to hire three additional faculty positions prior to the fall 2018 start of the program. By June 1, 2018, TTU will provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

The program will also include updates on the two additional faculty hires planned for fall 2019 in the five annual reports.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

Institutional Resumes	Accountability System	Definitions	Institution Home Page
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Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	19,537	60.8%	20,698	58.2%	20,773	57.3%
Hispanic	4,855	15.1%	7,667	21.6%	8,375	23.1%
African American	1,580	4.9%	2,468	6.9%	2,571	7.1%
Asian	783	2.4%	1,075	3.0%	1,090	3.0%
International	2,139	6.7%	2,258	6.4%	2,277	6.3%
Other & Unknown	3,255	10.1%	1,380	3.9%	1,139	3.1%
Total	32,149	100.0%	35,546	100.0%	36,225	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,579	6.1%	1,824	6.3%	2,026	6.8%
Other Institutions	361	1.4%	457	1.6%	472	1.6%

Costs

Average Annual Total Academic Costs for
Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$9,064	.0%	\$8,902	.0%
2013	\$9,242	2.0%	\$9,148	2.8%
2014	\$9,242	.0%	\$9,345	2.2%
2015	\$9,608	4.0%	\$9,598	2.7%
2016	\$9,866	2.7%	\$9,777	1.9%
2017	\$10,622	7.7%	*****	4.3%

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	48%	\$8,293	50%	\$7,698	41%	\$6,963
2015	46%	\$8,359	48%	\$7,425	43%	\$6,855
Federal, State, Institutional or Other Grants Known by Institutions						
2014	53%	\$6,414	58%	\$7,176	67%	\$6,201
2015	52%	\$6,616	57%	\$7,367	68%	\$6,357
Federal (Pell) Grants						
2014	28%	\$4,089	39%	\$4,118	27%	\$3,693
2015	28%	\$4,151	39%	\$4,193	27%	\$3,700

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates				
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort		Institution	Peer Group	
							Rate	Rate	
Cohort		4,730	5,518	5,084	Fall 2007 4-year		37.1%	25.3%	
Total		92.5%	89.4%	92.2%	Fall 2011 4-year		39.7%	29.7%	
Same		81.4%	80.6%	83.6%	Fall 2012 4-year		39.3%	31.4%	
Other		11.1%	8.8%	8.7%	Fall 2006 5-year		66.4%	46.8%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2010 5-year		62.5%	50.7%	
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year		61.8%	52.1%	
Institution Persistence					Fall 2005 6-year		73.2%	55.9%	
Cohort		4,363	4,718	5,515	Fall 2009 6-year		70.3%	59.2%	
Total		86.7%	85.9%	87.9%	Fall 2010 6-year		69.9%	59.4%	
Same		70.0%	70.9%	73.6%	National Comparison (IPEDS Definition)				
Other		16.7%	15.0%	14.3%	Cohort		Institution	OOS Peers	
Peer Group Persistence							Rate	Rate	
Cohort		3,130	3,603	3,964	Fall 2006 4-year		37.0%	29.0%	
Total		82.5%	81.4%	82.3%	Fall 2010 4-year		33.0%	36.2%	
Same		62.7%	65.4%	67.3%	Fall 2011 4-year		35.0%	34.4%	
Other		19.8%	16.0%	15.0%	Fall 2005 5-year		57.0%	49.5%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2009 5-year		53.0%	55.0%	
					Fall 2010 5-year		55.0%	54.8%	
Institution Grads	Sem	SCH	Peer Group Average			Fall 2004 6-year		63.0%	56.0%
			Grads	Sem	SCH	Fall 2008 6-year		59.0%	60.6%
						Fall 2009 6-year		60.0%	60.0%

Six-year Graduation & Persistence Rate, Fall 2010

Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	171	64.3%
Peer Group	322	51.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,559	79.1%
Peer Group	3,078	72.6%

*Peer Group data is average for peer group.

Funding	
Source	Amount
State	\$100,000
Federal	\$200,000
Local	\$50,000
Private	\$150,000
Grants	\$300,000
Other	\$100,000
Total	\$900,000

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$215,075,416	38.3%	\$225,307,897	34.2%	\$274,589,211	39.1%
Federal Funds	\$79,898,162	14.2%	\$74,513,309	11.3%	\$74,247,737	10.6%
Tuition & Fees	\$229,303,339	40.8%	\$281,954,310	42.8%	\$295,899,496	42.1%
Total Revenue	\$561,850,635	100.0%	\$658,522,946	100.0%	\$703,024,573	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016	
	Number	Percent
White	20,773	57.3%
Hispanic	8,375	23.1%
African American	2,571	7.1%
Asian	1,090	3.0%
International	2,277	6.3%
Other & Unknown	1,139	3.1%
Total	36,225	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	2,026	6.8%
Other Institutions	472	1.6%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Measure	Entering	
	Fall	Rate
4-year Rate Total	2012	39.3%
Same Institution		33.7%
Other Institutions		5.6%
5-year Rate Total	2011	61.8%
Same Institution		53.3%
Other Institutions		8.5%
6-year Rate Total	2010	69.9%
Same Institution		59.9%
Other Institutions		10.0%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015	
Total	92.2%
Same	83.6%
Other	8.7%

2-Year Persistence, Fall 2014	
Total	87.9%
Same	73.6%
Other	14.3%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	10.48	140.74

Degrees Awarded	
Type	FY 2016
Bachelor's	5,247
Master's	1,638
Doctoral	331
Professional	182
Total	7,398

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2016	
Field	Rate
Education*	98.00%
Law	89.6%
Pharmacy	%
Nursing	%
Engineering	76.28%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,975	75.3%	42.8%
African American	1,571	56.0%	35.6%
Hispanic	5,774	61.1%	34.5%
Asian	975	75.4%	21.8%
International	995	58.8%	16.9%
Other	254	75.6%	38.5%
Total	18,544	68.4%	37.5%

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	32.4%
Undergraduate Classes with > 50 Students	14.2%
% of Teaching Faculty Tenured/Tenure-track *	71.8%
Student/Faculty Ratio *	23:1

* Fall 2015 Data

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$9,064	.0%	\$8,879	.0%
2013	\$9,242	1.9%	\$9,135	2.8%
2014	\$9,242	.0%	\$9,359	2.4%
2015	\$9,608	3.8%	\$9,596	2.5%
2016	\$9,866	2.6%	\$9,764	1.7%
2017	\$10,622	7.1%	\$10,140	3.7%

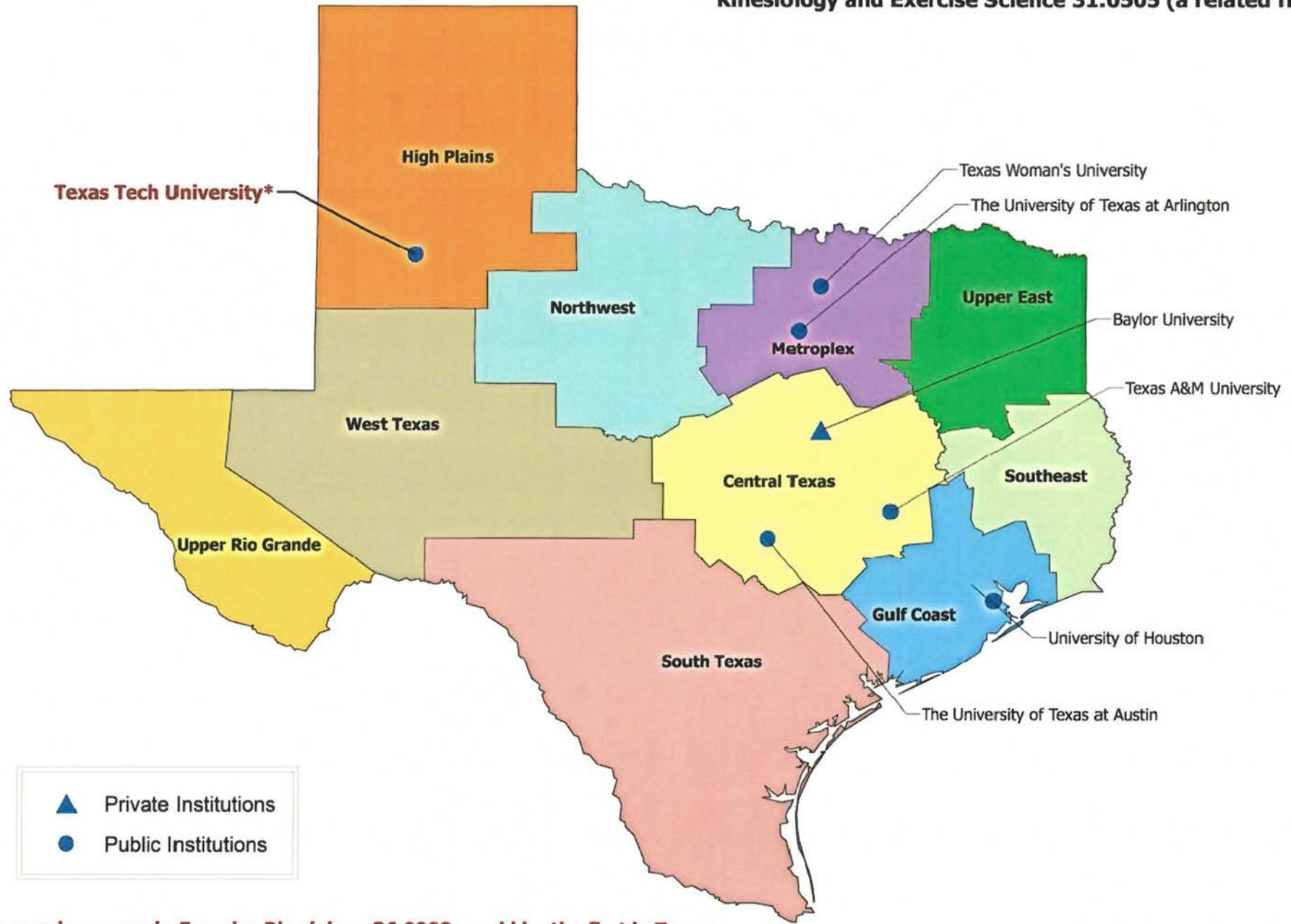
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$10,622
On-campus Room & Board	\$9,384
Books & Supplies	\$1,200
Off-Campus Transportation & Personal Expenses	\$4,420
Total Cost	\$25,626

[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	52%	\$6,616
Federal (Pell) Grants	28%	\$4,151
Federal Student Loans	46%	\$8,359

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$274,589,211	39.1%
Federal Funds	\$74,247,737	10.6%
Tuition & Fees	\$295,899,496	42.1%
Total Revenue	\$703,024,573	100.0%

**Existing Program: Institutions offering PhD program in
Kinesiology and Exercise Science 31.0505 (a related field)**



*** Proposed program in Exercise Physiology 26.0908 would be the first in Texas.
Exercise Physiology is a sub-field of Kinesiology and Exercise Science.**

Committee on Academic and Workforce Success

AGENDA ITEM V-C (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of Houston-Clear Lake for a Bachelor of Science (BS) degree with a major in Mechanical Engineering

RECOMMENDATION: Approval with contingencies

Rationale: The proposed BS program at the University of Houston-Clear Lake (UH-Clear Lake) would prepare graduates to address a workforce need for mechanical engineers in Texas and in the Gulf Coast region. The Texas Workforce Commission (TWC) projects that statewide growth of mechanical engineering positions will increase 17.2 percent from 2014-2024. While TWC employment projections indicate that Texas institutions are graduating enough students in mechanical engineering to address the state's workforce needs, real-time labor market information from Economic Modeling Specialist International (EMSI) presents a different picture of the state's job market for mechanical engineers. A search of unique job postings for bachelor's-degreed mechanical engineers indicates that statewide, Texas employers advertised for 3,841 unique jobs from September 2016 to September 2017, while Texas institutions awarded 1,826 bachelor's degrees in Mechanical Engineering in 2016. These data indicate that there is workforce need for additional programs in mechanical engineering.

Contingencies: In accordance with the institution's proposed hiring schedule, UH-Clear Lake will hire two full-time faculty to start in fall 2018 and, by June 1, 2018, will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

In accordance with the proposed hiring schedule, the institution shall hire additional faculty, as appropriate, and provide documentation of additional hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

Formula funding for upper-division courses is dependent on having the appropriate hires in place at the specified times.

The institution will seek accreditation for its mechanical engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

University of Houston-Clear Lake (*Accountability Peer Group: Master's*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

UH-Clear Lake has one bachelor's degree program in Engineering:
BS in Computer Engineering (ABET accredited)

UH-Clear Lake has three master's degree programs in Engineering:
MS in Computer Engineering
MS in Software Engineering
MS in Systems Engineering

Proposed Program:

The proposed face-to-face program in Mechanical Engineering would consist of 127 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to existing ABET-accredited Mechanical Engineering programs.

The institution estimates that five-year costs would total \$4,163,210, with estimated funding of \$4,623,158 over the same five-year period. Formula funding would represent 10.2 percent of the total funding during the first five years. The 84th Texas Legislature authorized a \$54 million Tuition Revenue Bond (TRB) for the construction of a new STEM and classroom building, which is scheduled for completion in July 2018. The proposed program's labs and classrooms would be located in the new STEM building.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,990,000
Clerical/Staff	\$ 468,000
Facilities & Equipment	\$ 505,355
Library	\$ 75,000
Supplies & Materials	\$ 114,855
Other (ABET accreditation)	\$ 10,000
Total	\$ 4,163,210

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 473,688
Tuition & Fees	\$ 3,690,057
Reallocated Funding (HEAF)	\$ 459,414
Other	\$ 0
Total	\$ 4,623,158

Evidence of Lack of Duplication, Workforce Need, and Student Demand:*Duplication of Program: **Moderate***

Number of bachelor's degree programs in the state with programs in Mechanical Engineering (14.1901.00): 23 (19 public and 4 private/independent)

Public Universities

Lamar University (ABET accredited)
 Midwestern University (ABET accredited)
 Prairie View A&M University (ABET accredited)
 Tarleton State University (new)
 Texas A&M University (ABET accredited)
 Texas A&M University-Corpus Christi (ABET accredited)
 Texas A&M University-Kingsville (ABET accredited)
 Texas Tech University (ABET accredited)
 The University of Texas at Arlington (ABET accredited)
 The University of Texas at Austin (ABET accredited)
 The University of Texas at Dallas (ABET accredited)
 The University of Texas at El Paso (ABET accredited)
 The University of Texas at San Antonio (ABET accredited)
 The University of Texas at Tyler (ABET accredited)
 The University of Texas of the Permian Basin (ABET accredited)
 The University of Texas Rio Grande Valley (ABET accredited)
 University of Houston (ABET accredited)
 University of North Texas (ABET accredited)
 West Texas A&M University (ABET accredited)

Independent Colleges and Universities

Baylor University (ABET accredited)
 LeTourneau University (ABET accredited)
 Rice University (ABET accredited)
 Southern Methodist University (ABET accredited)

Number of degree programs within a 60-minute drive with the same 6-digit CIP: 2

*Job Market Need: **Moderate***

Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A

*Student Demand: **Moderate***

Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	35	72	122	176	217
<i>Student FTE</i>	35	72	122	176	217
<i>Core Faculty FTE</i>	3	5	6	6	8
<i>Core Faculty Headcount</i>	3	5	6	6	8

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH-Clear Lake will hire two full-time faculty to start in fall 2018 and, by June 1, 2018, will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

In accordance with the proposed hiring schedule, the institution shall hire additional faculty, as appropriate, and provide documentation of additional hires through submission of a letter of intent, curriculum vitae, and list of mechanical engineering courses to be taught.

Formula funding for upper-division courses is dependent on having the appropriate hires in place at the specified times.

The institution will seek accreditation for its mechanical engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

Final Assessment:

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new baccalaureate and master's degree programs (19 TAC Section 5.45): **Yes** No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF HOUSTON-CLEAR LAKE

Location: Houston, Gulf Coast Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, UT Tyler, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: The University Of Tennessee-Chattanooga, The University Of West Florida, University Of Colorado Colorado Springs, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	3,870	47.3%	3,303	37.1%	3,211	37.0%
Hispanic	1,880	23.0%	2,417	27.1%	2,566	29.6%
African American	894	10.9%	849	9.5%	756	8.7%
Asian	542	6.6%	590	6.6%	574	6.6%
International	797	9.7%	1,494	16.8%	1,317	15.2%
Other & Unknown	202	2.5%	253	2.8%	245	2.8%
Total	8,185	100.0%	8,906	100.0%	8,669	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	859	19.4%	1,117	20.6%	1,055	18.9%
Other Institutions	73	1.6%	144	2.7%	126	2.3%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$6,508	.0%	\$6,174	.0%
2013	\$6,514	.1%	\$6,200	.4%
2014	\$6,810	4.5%	\$6,418	3.5%
2015	\$7,131	4.7%	\$6,992	8.9%
2016	\$7,473	4.8%	\$7,366	5.3%
2017	\$7,931	6.1%	\$7,583	2.9%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	39%	\$7,751	40%	\$6,348	50%	\$7,077
2015	40%	\$7,406	42%	\$7,650	56%	\$6,674
Federal, State, Institutional or Other Grants Known by Institutions						
2014	55%	\$4,771	59%	\$5,307	63%	\$7,130
2015	59%	\$4,823	66%	\$5,537	61%	\$7,616
Federal (Pell) Grants						
2014	39%	\$3,812	38%	\$3,678	38%	\$4,031
2015	41%	\$3,802	42%	\$3,822	38%	\$4,072

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate
Cohort		8	202	228	Fall 2007 4-year	.0%	17.3%
Total		87.5%	88.6%	89.9%	Fall 2011 4-year	100.0%	22.1%
Same		75.0%	69.8%	75.9%	Fall 2012 4-year	100.0%	21.0%
Other		12.5%	18.8%	14.0%	Fall 2006 5-year	.0%	34.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2010 5-year	100.0%	36.0%
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	100.0%	38.7%
Institution Persistence					Fall 2005 6-year	.0%	43.2%
Cohort				201	Fall 2009 6-year	100.0%	43.7%
Total				81.1%	Fall 2010 6-year	100.0%	43.5%
Same				56.2%	National Comparison (IPEDS Definition)		
Other				24.9%			
Peer Group Persistence					Cohort	Institution Rate	OOS Peers Rate
Cohort		560	567	548	Fall 2006 4-year	.0%	23.0%
Total		71.3%	71.1%	71.9%	Fall 2010 4-year	.0%	22.0%
Same		44.8%	41.8%	42.7%	Fall 2011 4-year	.0%	21.4%
Other		26.3%	29.3%	29.0%	Fall 2005 5-year	.0%	37.4%
					Fall 2009 5-year	.0%	36.6%
					Fall 2010 5-year	.0%	34.8%
					Fall 2004 6-year	.0%	43.0%
					Fall 2008 6-year	.0%	41.8%
					Fall 2009 6-year	.0%	40.8%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2012	655	13.63	152.25	434	12.15	146.05
FY 2015	672	14.04	154.13	445	12.18	143.53
FY 2016	658	14.39	154.16	447	12.76	144.27

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution		
Peer Group	122	36.9%
For Students NOT Needing Dev Ed		
Institution	8	*****
Peer Group	394	61.4%

*Peer Group data is average for peer group.

Funding

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$42,350,581	41.2%	\$38,191,387	35.0%	\$43,657,413	36.6%
Federal Funds	\$13,046,621	12.7%	\$11,906,237	10.9%	\$12,308,810	10.3%
Tuition & Fees	\$37,478,645	36.5%	\$55,066,162	50.5%	\$58,913,892	49.3%
Total Revenue	\$102,709,135	100.0%	\$109,087,970	100.0%	\$119,413,260	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON-CLEAR LAKE

Location: Houston, Gulf Coast Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, UT Tyler, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: The University Of Tennessee-Chattanooga, The University Of West Florida, University Of Colorado Colorado Springs, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016 Number	Percent
White	3,211	37.0%
Hispanic	2,566	29.6%
African American	756	8.7%
Asian	574	6.6%
International	1,317	15.2%
Other & Unknown	245	2.8%
Total	8,669	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,055	18.9%
Other Institutions	126	2.3%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2012	100.0%
Same Institution		100.0%
Other Institutions		.0%
5-year Rate Total	2011	100.0%
Same Institution		100.0%
Other Institutions		.0%
6-year Rate Total	2010	100.0%
Same Institution		87.5%
Other Institutions		12.5%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015	
Total	89.9%
Same	75.9%
Other	14.0%
2-Year Persistence, Fall 2014	
Total	81.1%
Same	56.2%
Other	24.9%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	14.39	154.16

Degrees Awarded	
Type	FY 2016
Bachelor's	1,294
Master's	1,238
Doctoral	13
Professional	0
Total	2,545

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	100.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	250	82.8%	44.9%
African American	103	37.9%	48.7%
Hispanic	546	59.7%	34.4%
Asian	110	72.7%	36.3%
International	40	57.5%	26.1%
Other	14	78.6%	63.6%
Total	1,063	64.5%	38.8%

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	33.6%
Undergraduate Classes with > 50 Students	5.6%
% of Teaching Faculty Tenured/Tenure-track *	67.7%
Student/Faculty Ratio *	16:1

* Fall 2015 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$6,508	.0%	\$6,151	.0%
2013	\$6,514	.1%	\$6,177	.4%
2014	\$6,810	4.3%	\$6,390	3.3%
2015	\$7,131	4.5%	\$6,983	8.5%
2016	\$7,473	4.6%	\$7,357	5.1%
2017	\$7,931	5.8%	\$7,556	2.6%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$7,931
On-campus Room & Board	\$9,704
Books & Supplies	\$1,064
Off-Campus Transportation & Personal Expenses	\$6,900
Total Cost	\$25,599

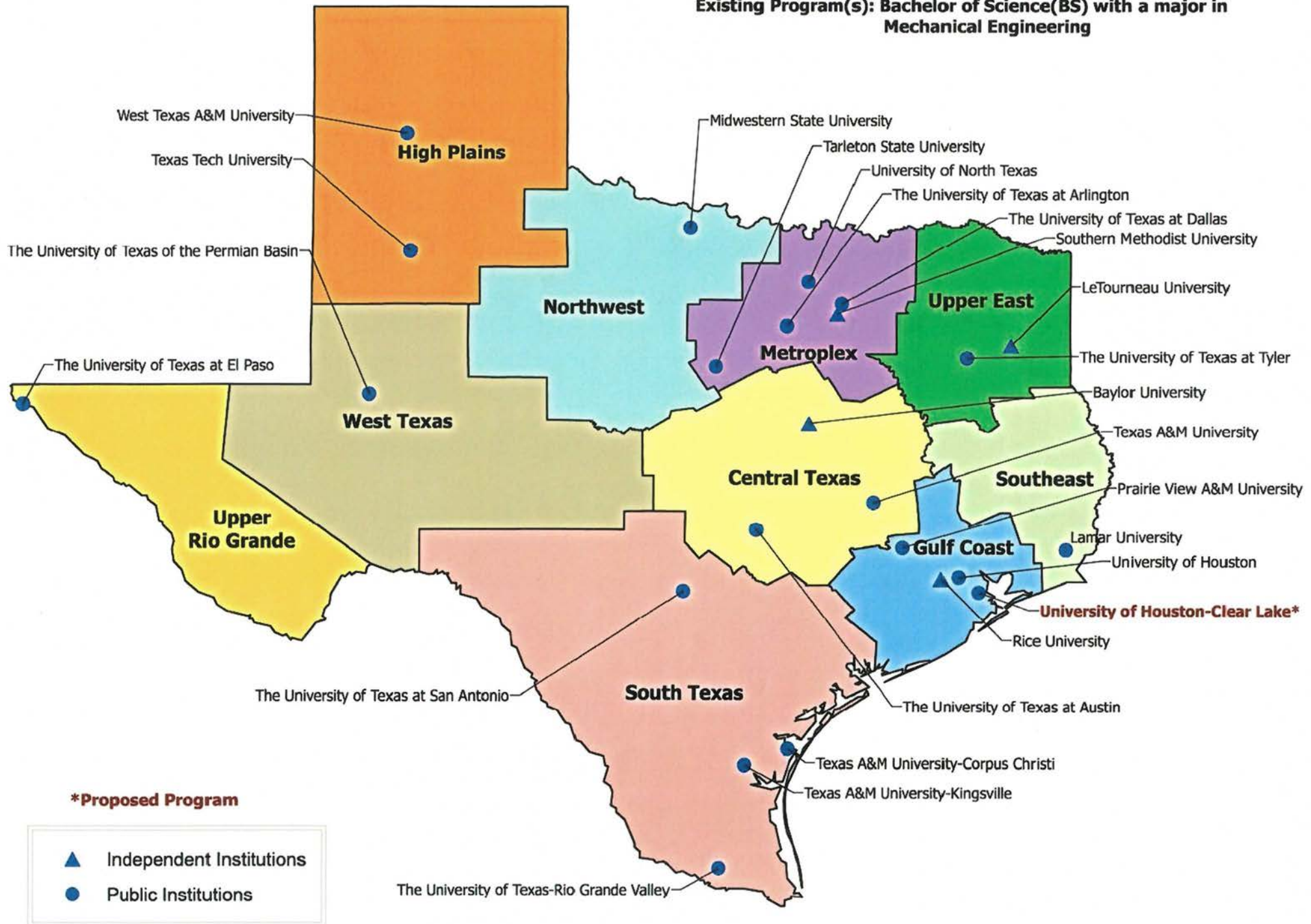
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	59%	\$4,823
Federal (Pell) Grants	41%	\$3,802
Federal Student Loans	40%	\$7,406

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$43,657,413	36.6%
Federal Funds	\$12,308,810	10.3%
Tuition & Fees	\$58,913,892	49.3%
Total Revenue	\$119,413,260	100.0%

Existing Program(s): Bachelor of Science(BS) with a major in Mechanical Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-C (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Rio Grande Valley for a Master of Science (MS) degree with a major in Civil Engineering

RECOMMENDATION: Approval with contingencies

Rationale: The proposed MS program would offer students and working engineers a regional option for pursuing an advanced civil engineering degree. The nearest master's level civil engineering program is located at Texas A&M University-Kingsville, which is 103 miles away. The University of Texas Rio Grande Valley (UTRGV) offers a strong undergraduate civil engineering program that would support the proposed program.

The Texas Workforce Commission (TWC) anticipates civil engineers will experience a 24 percent increase in employment opportunities between 2014 and 2024. Texas institutions are graduating fewer civil engineers than anticipated positions. Real-time labor market information from Economic Modeling Specialist International (EMSI) provides data which support the need for additional civil engineers in Texas. A search of unique job postings for master's-degreed civil engineers indicates that statewide, Texas employers advertised for 2,923 unique jobs from September 2016 to September 2017, while Texas institutions awarded 385 master's degrees in Civil Engineering in 2016.

Contingencies: In accordance with the institution's proposed hiring schedule, UTRGV will hire three tenure-track faculty to start fall 2019 and, by June 1, 2019, will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of civil engineering courses to be taught.

Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The University of Texas Rio Grande Valley (*Accountability Peer Group: Doctoral*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No

The University of Texas Rio Grande Valley has 9 engineering degree programs:

- BS in Civil Engineering (ABET accredited)
- BSCE in Computer Engineering (ABET accredited)
- BSEE in Electrical Engineering (ABET accredited)
- BS in Engineering Physics (ABET accredited)
- BSME in Mechanical Engineering (ABET accredited)
- BSMFGE in Manufacturing Engineering (ABET accredited)
- MSE in Electrical Engineering
- MSE in Mechanical Engineering
- MSE in Manufacturing Engineering

Proposed Program:

The proposed face-to-face program would offer a thesis and a non-thesis option. The thesis option would require 30 semester credit hours (SCH), and the non-thesis option would require 36 SCH.

The institution estimates that five-year costs would total \$4,237,990, and formula funding would represent 35 percent of all funding, totaling \$1,469,160.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 3,611,990
Clerical/Staff	\$ 0
Facilities & Equipment	\$ 600,000
Library	\$ 0
Supplies & Materials	\$ 10,000
Other (Travel)	\$ 16,000
Total	\$ 4,237,990

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,469,160
Tuition & Fees	\$ 1,970,750
Reallocated Funding	\$ 798,080
Other	\$ 0
Total	\$ 4,237,990

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program: <u>Moderate</u></i>			
Number of master's degree programs in the state with programs in Civil Engineering (14.0801.00): 11 (9 public and 2 private/independent)			
Public Universities Texas A&M University Texas A&M University-Kingsville Texas Tech University The University of Texas at Arlington The University of Texas at Austin The University of Texas at El Paso The University of Texas San Antonio The University of Texas at Tyler University of Houston Independent Colleges and Universities Rice University Southern Methodist University			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): 0			
<i>Job Market Need: <u>Moderate</u></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	Yes	<u>No</u>	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <u>Strong</u></i>			
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	35	77	101	108	112
<i>Student FTE</i>	24	53	68	72	75
<i>Core Faculty Headcount</i>	8	11	11	11	11
<i>Core Faculty FTE</i>	1.95	2.85	2.85	2.85	2.85

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTRGV will hire three tenure-track faculty to start fall 2019 and, by June 1, 2019 will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of civil engineering courses to be taught.

Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

Final Assessment:

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program:

Yes No

The proposed program satisfactorily meets the Board's criteria for new baccalaureate and master's degree programs (19 TAC Section 5.45):

Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	0	.0%	1,059	3.7%	823	3.0%
Hispanic	0	.0%	25,382	88.8%	24,520	89.2%
African American	0	.0%	216	.8%	182	.7%
Asian	0	.0%	430	1.5%	389	1.4%
International	0	.0%	966	3.4%	779	2.8%
Other & Unknown	0	.0%	531	1.9%	811	2.9%
Total	0	.0%	28,584	100.0%	27,504	100.0%
TX First Time Transfers	Number		Number		Number	
	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	0	.0%	761	3.1%	941	3.9%
Other Institutions	0	.0%	156	.6%	279	1.2%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Texas Rates				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,292	.0%	\$7,292	.0%
2017	\$7,448	2.1%	\$7,448	2.1%

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	36%	\$5,099	36%	\$5,099	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	76%	\$7,033	76%	\$7,033	0%	\$0
Federal (Pell) Grants						
2015	64%	\$4,451	64%	\$4,451	0%	\$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2010	Enter Fall 2014	Enter Fall 2015
Cohort	.	.	3,774
Total	.	.	86.5%
Same	.	.	79.3%
Other	.	.	7.1%

Six-year Graduation & Persistence Rate, Fall 2010

Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	592	43.2%
Peer Group	592	43.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,129	64.5%
Peer Group	2,129	64.5%

*Peer Group data is average for peer group.

Funding

FY 2016 Amount	FY 2015 of Amount	FY 2014 of Amount
Appropriated Funds	\$0 .0%	\$0 .0%
Federal Funds	\$0 .0%	\$0 .0%
Tuition & Fees	\$0 .0%	\$0 .0%
Total Revenue	\$0 .0%	\$0 .0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016	
	Number	Percent
White	823	3.0%
Hispanic	24,520	89.2%
African American	182	.7%
Asian	389	1.4%
International	779	2.8%
Other & Unknown	811	2.9%
Total	27,504	100.0%
TX First Time Transfers		
	Number	% of UG
Two-Year Institutions	941	3.9%
Other Institutions	279	1.2%

Baccalaureate Success	
1-Year Persistence, Fall 2015	
Total	86.5%
Same	79.3%
Other	7.1%

Degrees Awarded	
Type	FY 2016
Bachelor's	4,017
Master's	1,380
Doctoral	14
Professional	0
Total	5,411

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2016	
Field	Rate
Law	%
Pharmacy	%
Nursing	78.02%
Engineering	83.3%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	258	66.7%	45.9%
African American	74	68.9%	51.0%
Hispanic	9,279	63.1%	62.5%
Asian	142	78.9%	58.0%
International	95	100.0%	72.6%
Other	150	73.3%	42.7%
Total	9,998	63.9%	61.7%

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	26.4%
Undergraduate Classes with > 50 Students	14%
% of Teaching Faculty Tenured/Tenure-track *	49.4%
Student/Faculty Ratio *	27:1

* Fall 2015 Data

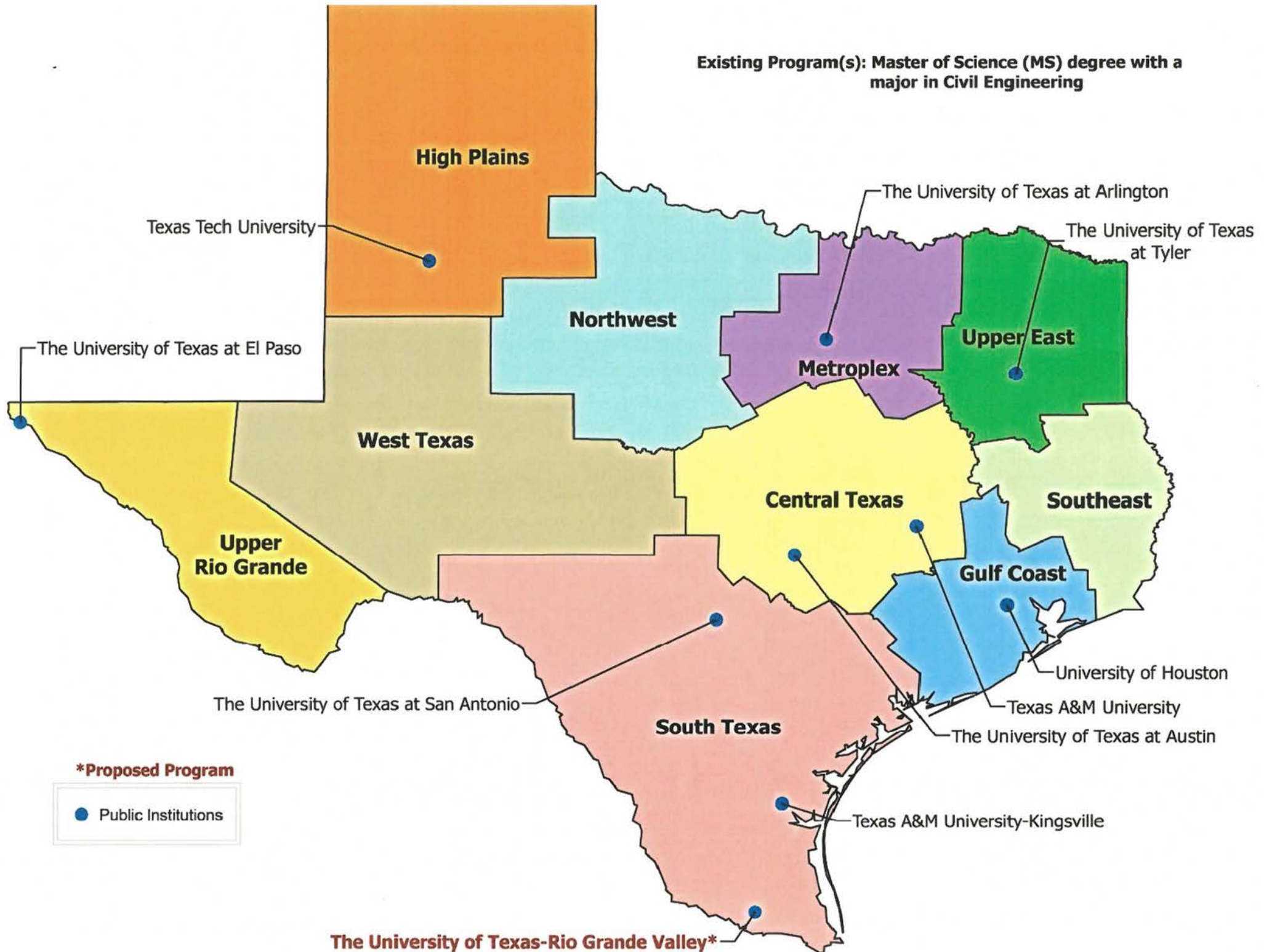
Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2016	\$7,292	.0%	\$0	.0%	Total Academic Cost
2017	\$7,448	2.1%	\$0	.0%	On-campus Room & Board
					Books & Supplies
					Off-Campus Transportation & Personal Expenses
					Total Cost
					\$19,760

[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	76%	\$7,033
Federal (Pell) Grants	64%	\$4,451
Federal Student Loans	36%	\$5,099

Funding	
Source	FY 2016 of Total
Appropriated Funds	\$0 .0%
Federal Funds	\$0 .0%
Tuition & Fees	\$0 .0%
Total Revenue	\$0 .0%

Existing Program(s): Master of Science (MS) degree with a major in Civil Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-C (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at San Antonio for a Doctor of Philosophy (PhD) degree with a major in Civil Engineering

RECOMMENDATION: Approval with contingencies:

Rationale: The proposed PhD program would prepare students for academic and research careers in civil engineering, and address a workforce need for civil engineers, especially in the San Antonio area. San Antonio is home to the Southwest Research Institute (SWRI), which would collaborate with The University of Texas at San Antonio (UT-San Antonio) on the proposed program, and to the U.S. Air Force's Civil Engineering Center, headquartered at Joint Base San Antonio-Lackland. The area is also a center of the Eagle Ford Shale oil and gas development, and 14 of the nation's 25 largest civil engineering consulting and construction companies have offices in San Antonio. The proposed program would be in a position to participate in the expansion of this economic base by providing highly trained researchers to staff these industries and foster innovation, research, and development.

Contingencies: The proposed program administrators will develop a strategic plan and obtain institutional commitment from university administration to hire faculty so that at least three research-active faculty are in place in each of the proposed degree's four areas of concentration – structural, geotechnical, transportation, and water resources engineering. This hiring plan would include hiring one new faculty member to start in Year 1 (fall 2018). By June 1, 2018, the institution shall provide documentation of the faculty hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

Should the institution admit any student with extensive work experience in civil engineering, the program shall administer a prior learning assessment (PLA) and document any subsequent accommodations made to the student's plan of study based on his/her prior learning and work experience in its submission on the five-year annual doctoral report.

The institution will submit five annual reports confirming institutional commitments and assessing the progress of the program's implementation.

The University of Texas at San Antonio (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	74.1%	75.4%
	Doctoral 10-Year Graduation Rate	61.2%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	<u>No</u> N/A
	Recently Approved Doctoral Programs: Psychology (PhD, 2012). Enrollments is below projections. Enrollments in Year 5 were 21, UT-San Antonio had projected 24.		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A

Proposed Program:

The proposed curriculum would require 60 semester credit hours (SCH) beyond the master's degree (75 SCH for exceptional students admitted with a bachelor's degree), and require a dissertation. The curriculum would allow students to concentrate in one of four areas of civil engineering: structural, geotechnical, transportation, or water resources engineering. The proposed program at UT-San Antonio would be able to distinguish itself by recruiting and training Hispanic students.

The institution estimates that five-year costs would total \$3,530,000, and has identified funding sources of \$4,671,947 over the same period.

Existing Programs:

There are currently eight doctoral programs in Civil Engineering in Texas. Six are offered by Texas public institutions and two by private/independent institutions.

Public Universities

Texas A&M University
Texas Tech University
UT-Arlington
UT-Austin
UT-El Paso
University of Houston

Private/Independent Universities

Rice University
Southern Methodist University

There are no existing programs within a 60-minute drive of proposed program. The closest doctoral program in Civil Engineering is located at The University of Texas at Austin which is located 83 miles from the proposed program.

In 2015, 90 doctoral degrees in civil engineering were awarded by Texas universities, an increase of 16.9 percent from 2010.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	7	16	22	27	32
<i>Graduates</i>	0	0	4	7	9
<i>Avg. Financial Assistance</i>	\$35,000	\$30,625	\$29,205	\$24,907	\$21,016
<i>Students Assisted</i>	7	16	22	27	32
<i>Core Faculty</i>	19	19	20	20	20
<i>Total Costs</i>	\$410,000	\$705,000	\$805,000	\$805,000	\$805,000
<i>Total Funding</i>	\$738,321	\$790,124	\$1,251,273	\$829,363	\$1,062,866
<i>% From Formula Funding</i>	0	0	19.3%	29.1%	41.1%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 540,000
Faculty (Reallocated)	\$ 0
Program Administration	\$ 0
Graduate Assistants (New)	\$ 1,715,000
Graduate Assistants (Reallocated)	\$ 750,000
Clerical/Staff (New)	\$ 300,000
Clerical/Staff (Reallocated)	\$ 50,000
Supplies and Materials	\$ 25,000
Library and IT Resources	\$ 0
Equipment	\$ 150,000
Facilities	\$ 0
Other	\$ 0
Total	\$ 3,530,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 919,427
Tuition and Fees	\$ 1,564,520
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 800,000
Federal Funding (In-Hand Only)	\$ 0
Other (Faculty startup funds from University Administration)	\$ 1,388,000
Total	\$ 4,671,947

Major Commitments:

The proposed program administrators will develop a strategic plan and obtain institutional commitment from university administration to hire faculty so that at least three research-active faculty are in place in each of the proposed degree's four areas of concentration – structural, geotechnical, transportation, and water resources engineering. This hiring plan would include hiring one new faculty member to start in Year 1 (fall 2018). By June 1, 2018, the institution shall provide documentation of the faculty hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

Should the institution admit any student with extensive work experience in civil engineering, the program shall administer a prior learning assessment (PLA) and document any subsequent accommodations made to the student's plan of study based on his/her prior learning and work experience in its submission on the five-year annual doctoral report.

The institution will submit five annual reports confirming institutional commitments and assessing the progress of the program's implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas

Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	9,855	31.8%	7,719	26.8%	7,447	25.7%
Hispanic	13,876	44.8%	14,408	50.1%	14,896	51.4%
African American	2,954	9.5%	2,770	9.6%	2,886	10.0%
Asian	1,589	5.1%	1,574	5.5%	1,573	5.4%
International	1,513	4.9%	1,473	5.1%	1,166	4.0%
Other & Unknown	1,181	3.8%	843	2.9%	991	3.4%
Total	30,968	100.0%	28,787	100.0%	28,959	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,647	6.3%	1,669	6.8%	1,847	7.6%
Other Institutions	428	1.6%	426	1.7%	493	2.0%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$8,790	.0%	\$8,902	.0%
2013	\$9,004	2.4%	\$9,148	2.8%
2014	\$9,082	.9%	\$9,345	2.2%
2015	\$9,082	.0%	\$9,598	2.7%
2016	\$9,361	3.1%	\$9,777	1.9%
2017	\$9,677	3.4%	*****	4.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	52%	\$7,004	50%	\$7,698	44%	\$7,066
2015	51%	\$6,715	48%	\$7,425	45%	\$6,939
Federal, State, Institutional or Other Grants Known by Institutions						
2014	65%	\$7,118	58%	\$7,176	70%	\$5,081
2015	67%	\$7,089	57%	\$7,367	67%	\$5,551
Federal (Pell) Grants						
2014	43%	\$4,146	39%	\$4,118	38%	\$3,762
2015	44%	\$4,228	39%	\$4,193	39%	\$3,848

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates					
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate			
Cohort		4,816	4,948	4,898	Fall 2007 4-year	15.8%	25.3%			
Total		87.2%	86.4%	87.9%	Fall 2011 4-year	22.7%	29.7%			
Same		62.1%	67.6%	70.7%	Fall 2012 4-year	25.0%	31.4%			
Other		25.0%	18.9%	17.3%	Fall 2006 5-year	31.9%	46.8%			
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2010 5-year	43.8%	50.7%			
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	47.0%	52.1%			
Institution Persistence					Fall 2005 6-year	39.4%	55.9%			
Cohort		4,561	3,555	4,941	Fall 2009 6-year	53.1%	59.2%			
Total		79.0%	80.8%	79.8%	Fall 2010 6-year	54.0%	59.4%			
Same		44.2%	51.6%	55.6%	National Comparison (IPEDS Definition)					
Other		34.8%	29.1%	24.3%	Cohort	Institution Rate	OOS Peers Rate			
Peer Group Persistence					Fall 2006 4-year	8.0%	20.0%			
Cohort		3,130	3,603	3,964	Fall 2010 4-year	11.0%	26.2%			
Total		82.5%	81.4%	82.3%	Fall 2011 4-year	11.0%	27.4%			
Same		62.7%	65.4%	67.3%	Fall 2005 5-year	20.0%	41.8%			
Other		19.8%	16.0%	15.0%	Fall 2009 5-year	24.0%	49.0%			
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2010 5-year	26.0%	49.8%			
		Institution	Sem	SCH	Peer Group Average	Fall 2004 6-year	27.0%	49.5%		
Grade					Grade	Sem	SCH	Fall 2008 6-year	31.0%	56.6%
								Fall 2009 6-year	31.0%	57.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2012	2,938	10.92	146.27	3,185	11.17	144.92
FY 2015	3,333	10.64	142.95	3,544	10.86	141.45
FY 2016	3,365	11.11	140.99	3,673	11.27	139.99

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	469	51.4%
Peer Group	322	51.2%
For Students NOT Needing Dev Ed		
Institution	4,347	69.4%
Peer Group	3,078	72.6%

*Peer Group data is average for peer group.

Funding

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$136,448,541	31.7%	\$146,950,855	32.4%	\$143,038,740	33.6%
Federal Funds	\$108,000,657	25.1%	\$83,760,620	18.5%	\$85,787,936	20.1%
Tuition & Fees	\$151,734,638	35.3%	\$167,758,047	37.0%	\$161,739,981	37.9%
Total Revenue	\$429,807,155	100.0%	\$453,823,442	100.0%	\$426,304,861	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas

Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2016 Number	Percent
White	7,447	25.7%
Hispanic	14,896	51.4%
African American	2,886	10.0%
Asian	1,573	5.4%
International	1,166	4.0%
Other & Unknown	991	3.4%
Total	28,959	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,847	7.6%
Other Institutions	493	2.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2012	25.0%
Same Institution		17.6%
Other Institutions		7.4%
5-year Rate Total	2011	47.0%
Same Institution		30.6%
Other Institutions		16.4%
6-year Rate Total	2010	54.0%
Same Institution		34.6%
Other Institutions		19.4%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015	
Total	87.9%
Same	70.7%
Other	17.3%
2-Year Persistence, Fall 2014	
Total	79.8%
Same	55.6%
Other	24.3%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
	Sem	SCH
All	11.11	140.99

Degrees Awarded	
Type	FY 2016
Bachelor's	4,649
Master's	1,184
Doctoral	128
Professional	0
Total	5,961

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	93.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	69.3%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,984	83.1%	38.4%
African American	1,976	65.1%	40.3%
Hispanic	8,624	75.0%	36.5%
Asian	1,308	85.7%	31.0%
International	237	75.5%	40.8%
Other	383	83.6%	39.7%
Total	15,512	76.4%	36.9%

Instruction		
Measure of Excellence	Fall 2016	
Undergraduate Classes with < 20 Students	26.5%	
Undergraduate Classes with > 50 Students	24%	
% of Teaching Faculty Tenured/Tenure-track *	57%	
Student/Faculty Ratio *	23:1	

* Fall 2015 Data

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2012	\$8,790	.0%	\$8,918	.0%	Total Academic Cost
2013	\$9,004	2.4%	\$9,169	2.7%	On-campus Room & Board
2014	\$9,082	.9%	\$9,383	2.3%	Books & Supplies
2015	\$9,082	.0%	\$9,672	3.0%	Off-Campus Transportation & Personal Expenses
2016	\$9,361	3.0%	\$9,836	1.7%	Total Cost
2017	\$9,677	3.3%	\$10,276	4.3%	\$24,279

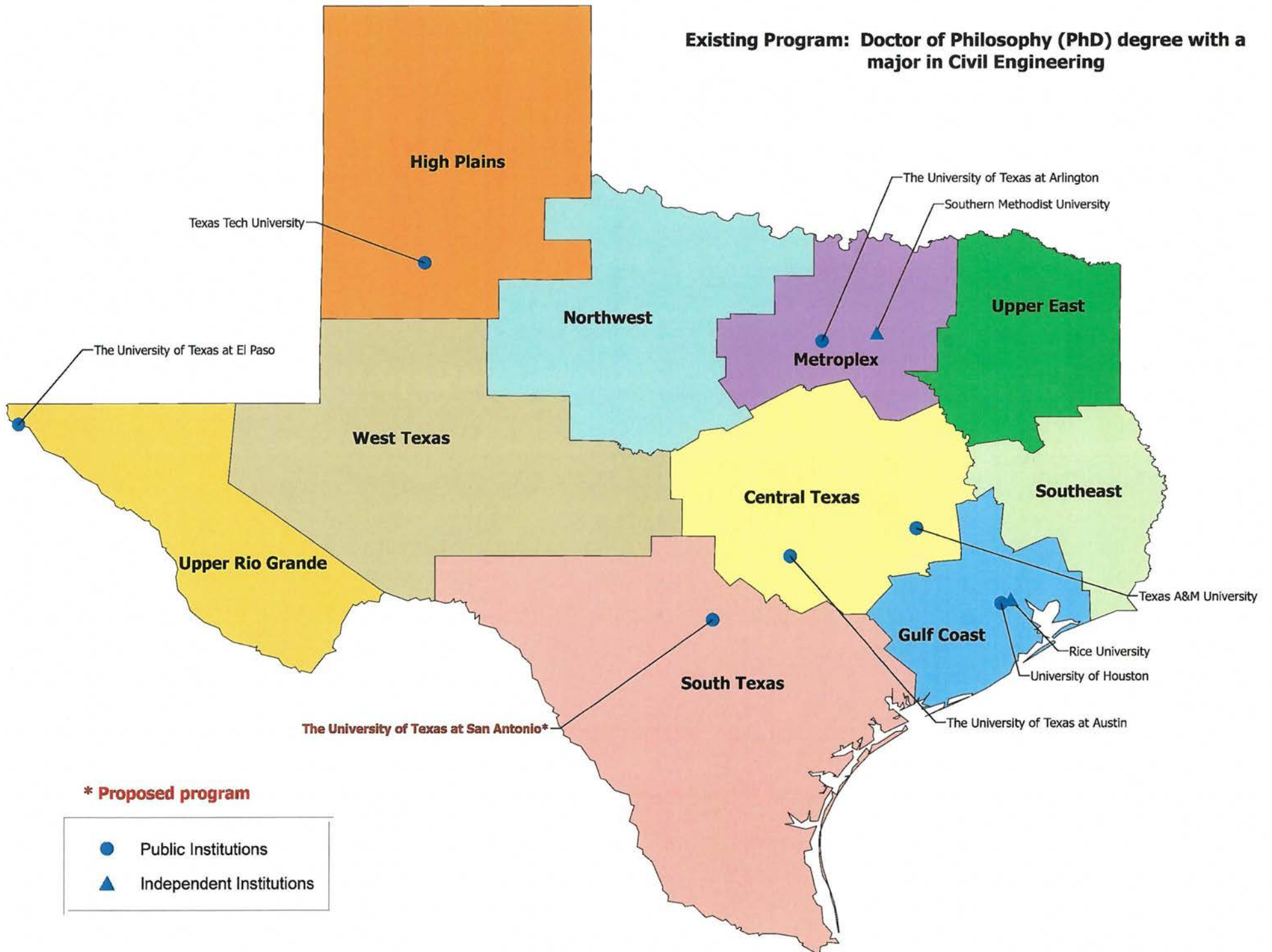
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$7,089
Federal (Pell) Grants	44%	\$4,228
Federal Student Loans	51%	\$6,715

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$143,038,740	33.6%
Federal Funds	\$85,787,936	20.1%
Tuition & Fees	\$161,739,981	37.9%
Total Revenue	\$426,304,861	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Civil Engineering



AGENDA ITEM V-D

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation relating to courses required for the Construction Management Program of Study

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the number of programs of study that needed to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study is the sequence of courses students need to complete to develop the foundational skills needed for an entry-level position in the occupation. The Architecture and Construction Program of Study Advisory Committee named several subcommittees to focus on each discipline-specific program of study. One of these is the Building and Construction Technology Program of Study Subcommittee which was created to identify the block of courses that should be included in the Construction Management Program of Study. A student enrolled in a Board-approved program of study at a community or technical college who transfers to another community or technical college must receive full academic credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Construction Management Program of Study Curriculum.

**Recommendations of the 2017 Architecture and Construction
Program of Study Advisory Committee**

Construction Management Program of Study

1. The Architecture and Construction Program of Study Advisory Committee recommends adoption of the Construction Management Program of Study curriculum. The Program of Study Curriculum of Construction Management shall consist of no more than 37 identified semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. *Full credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued.*

2. Construction Management Program of Study description: A program that prepares individuals to supervise, manage, and inspect construction sites, buildings, and associated facilities. Includes instruction in site safety, personnel supervision, labor relations, diversity, training, construction documentation, scheduling, resource and cost control, bid strategies, rework prevention, construction insurance and bonding, accident management and investigation, applicable law and regulations, and communication skills.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

Table 1: Proposed Construction Management Program of Study Curriculum

CONSTRUCTION MANAGEMENT			
Discipline Courses		(MAX) SCH Subtotal:	37
<u>Course Title</u>	<u>Course#</u>	<u>Max SCH</u>	
Residential and Light Commercial Blueprint Reading	CNBT 1x00	4	
Construction Methods and Materials I	CNBT 1x11	4	
Mechanical, Plumbing & Electrical Systems in Construction I	CNBT 1x02	4	
Project Scheduling	CNBT 1x59	4	
OSHA Regulations - Construction Industry	OSHT 1x05	4	
Construction Estimating I	CNBT 1x46	4	
Building Codes and Inspections	CNBT 1x42	4	
Construction Management I	CNBT 2x42	4	
Construction Management II	CNBT 2344	3	
Practicum (or Field Experience)/Internship	CNBT 2266/2286	2	
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)			37

3. No specific General Education courses were recommended with the Construction Management Program of Study curriculum.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the staff recommendation to the Committee relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")

RECOMMENDATION: Approval

Background Information:

Starting in January 2014, under Chapter 7, Subchapter A, Section 7.7 of Coordinating Board rules, institutions operating under a Certificate of Authorization were required to submit an annual compliance report to ensure continued compliance with respect to institutions' operations in Texas. The report includes documentation on accreditation status, degree programs being offered, publications, student complaint policies, and financial viability. This requirement was instituted after the U.S. Department of Education found another state's "licensure by accreditation" to be lacking in proper oversight of institutions operating in that state. Since the Certificate of Authorization is similarly based in part on accreditation by a recognized accreditor, proactive measures were taken to ensure Texas had enough review and oversight of institutions operating under a Certificate of Authorization. The annual compliance review report also provides a means for staff to confirm that information about an institution is current in the Coordinating Board's files and publications.

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2017. Institutions with names beginning with "P" through "Z" were required to submit their reports by July 15, 2017. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the July 2017 reporting cycle.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

**July 2017 Report to Texas Higher Education Coordinating Board
Status of Institutions (P-Z) under a Certificate of Authorization**

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the July 15, 2017 reporting deadline:

**Institutions which are in compliance with THECB rules, including annual
compliance reporting –
Operating in Texas under current Certificates of Authorization**

Institutions with a physical campus in Texas:

- Park University - Austin
- Park University - El Paso
- Parker University - Dallas
- Paul Quinn College - Dallas
- Pima Medical Institute - El Paso
- Pima Medical Institute - Houston
- Relay Graduate School of Education - Houston
- Saint Leo University - Corpus Christi
- Saybrook University
- School of Automotive Machinists & Technology
- Southeastern Oklahoma State University at Grayson College
- The College of Health Care Professions - Houston Southwest
- The College of Health Care Professions - McAllen
- The College of Health Care Professions - San Antonio
- The King's College
- The King's University
- Tulane University - Houston
- University of Phoenix - Austin
- University of Phoenix - Dallas
- University of Phoenix - East El Paso Campus 2
- University of Phoenix - El Paso Campus 4
- University of Phoenix - Houston

- Southwest University at El Paso
- Springfield College
- Strayer University - Cedar Hill
- Strayer University - Irving
- Strayer University - North Austin
- Strayer University - North Dallas
- Strayer University - Northwest Houston
- Strayer University - Plano
- Strayer University - San Antonio
- Strayer University - Stafford
- Strayer University - Verizon Wireless Call Center - El Paso
- SUAGM - Universidad Del Este
- SUAGM - Universidad Del Metropolitana
- SUAGM - Universidad Del Turabo
- The College of Health Care Professions - Austin
- The College of Health Care Professions - Dallas
- The College of Health Care Professions - Fort Worth
- The College of Health Care Professions - Houston Northwest
- University of Phoenix - Killeen Learning Center
- University of Phoenix - Resource Center at Arlington Highland
- University of Phoenix - San Antonio
- University of Phoenix - Woodlands Learning Center
- Visible Music College
- Vista College - Amarillo
- Vista College - Beaumont
- Vista College - College Station
- Vista College - El Paso
- Vista College - Killeen
- Vista College - Longview
- Vista College - Lubbock
- Vista College - Richardson (Online)
- Wade College
- Webster University - San Antonio
- Webster University - St. Louis, MO
- West Coast University - Dallas
- Western Governors University - Texas

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Seward County Community College
- Southern Arkansas University
- University of Florida
- University of Massachusetts Amherst
- University of North Florida
- University of San Francisco
- University of Southern California
- University of the Sciences - Philadelphia College of Pharmacy
- University of Wisconsin - Platteville
- Western Oklahoma State College
- Western University of Health Sciences

Institutions which have submitted annual compliance reporting, but need to provide missing information before fully in compliance

Institutions with a physical campus in Texas:

- Saint Louis University – Dallas
- Saint Louis University - Houston
- Sanford-Brown College - San Antonio: Teach-Out Expected End Date: Jan 2018

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Touro University Nevada
- University of Mississippi

Institutions with Certificates of Authorization expired due to campus closure or no current presence in Texas

Institutions with a physical campus in Texas:

- Universal Technical Institute of Northern Texas (delayed start of degree program)

Out-of-state institutions which were authorized to provide field-based learning in Texas but no longer have clinicals or internships in Texas:

- SUNY Upstate Medical University
- Wake Forest University
- University of Montevallo

Institutions with Certificates of Authorization cancelled due to membership in the State Authorization Reciprocity Agreement (SARA)

- Queens University of Charlotte
- University of Pennsylvania
- Quinnipiac University
- University of Scranton
- Southwest Baptist University
- Villanova University
- University of Delaware
- Weber State University
- University of Maryland - Baltimore
- Webster University - St. Louis, Mo

Institutions which are operating in Texas under current Certificates of Authorization, but have been requested to update THECB with any changes in status due to financial or accreditation concerns

Institutions with a physical campus in Texas:

<u>Institution</u>	<u>Comment</u>
• Remington College - Dallas Campus	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Remington College - Fort Worth Campus	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Remington College - Houston North	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Remington College - Houston Southeast	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
• Rio Grande Valley (RGV) College	HCM 1 status due to U.S. Department of Education concerns with financial responsibility.

- Seminary of the Southwest HCM 1 status due to U.S. Department of Education concerns with financial responsibility.
- South University - Austin Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Austin Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Dallas Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Houston Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Houston Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of Houston - North Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- The Art Institute of San Antonio Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
- University of St. Augustine For Health Sciences - Austin Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

<u>Institution</u>	<u>Comment</u>
• South University - Online	Accreditor Probation Status and U.S. Department of Education Letter of Credit requirements due to failure to demonstrate financial resources and stability.
• Walden University	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with the parent company financial responsibility

Committee on Academic Workforce and Success

AGENDA ITEM V-F

Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7 (5)

RECOMMENDATION: No action required

Background Information:

Pursuant to Coordinating Board Rules, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the Texas Higher Education Coordinating Board (THECB) must be notified in writing at least 90 days prior to a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to Board approval. The Board has given the Assistant Commissioner of Academic Quality and Workforce the authority to oversee this approval process.

University of Phoenix Changes to Texas Locations

On September 20, 2017, the University of Phoenix's (UOP) Board of Trustees voted to make changes which reflect its student base shift toward a higher proportion of online students. Following is a summary of UOP's status with regard to Texas locations.

The following locations will remain in operation:

- Dallas Campus, 12400 Coit Road, Dallas, Texas 75251;
- Resource Center at Arlington Highlands, 3900 Arlington Highlands Boulevard, Suite 237, Arlington, Texas 76018;
- Houston Campus, 11451 Katy Freeway, Houston, Texas 77079;
- San Antonio Main Campus, 8200 IH-10 West, San Antonio, Texas 78230;
- Killeen Learning Center, 902 West Central Texas Expressway, Suite 300, Killeen, Texas 76541.

The following locations have entered into teach-outs:

- East El Paso Campus 4, 11820 Miriam Drive, El Paso, Texas 79936;
- Woodlands Learning Center, 24624 North Interstate 45, Spring, Texas 77386.

As of September 20, 2017, UOP had 137 students at the El Paso location and 32 students at the Woodlands location. Both locations will be taught out by February 2022. Other activities that occur at these locations, including job fairs, community events and outreach to alumni, business partners, and community colleges will continue during the teach-outs, but will be focused on UOP's online programs and services.

The following locations have completed teach-outs and have been closed:

- Austin Campus, 10801 N. Mopac, Austin, Texas 78759;
- East El Paso Main Campus 2, 1340 Adabel, El Paso, Texas 79936;
- McAllen Campus, 4201 South Shary Road, Mission, Texas 78572;
- Hilton Houston NASA Clear Lake, 3000 NASA Parkway, Houston, Texas 77058;
- Holiday Inn-Greenway Plaza, 2712 Southwest Freeway, Houston, Texas 77098;
- Renaissance Hotel Austin, 9721 Arboretum Boulevard, Austin, Texas 78759;
- Hurst Conference Center, 1601 Campus Drive, Hurst, Texas 76054;
- Holiday Inn-Killeen, 300 E. Central Texas Expressway, Killeen, Texas 76541;
- Omni Hotel-San Antonio Northwest, 9821 Colonnade Boulevard, San Antonio, Texas 78230;
- Westin Park Central Hotel, 12720 Merit Drive, Dallas, Texas 75251;
- West Loop Learning Center, 4888 Loop Central Drive, Houston, Texas 77081.

Certificate of Authorization for the closed locations have been ended. Student transcripts from closed locations are available through an online portal at www.phoenix.edu/students/transcripts.html.

Altierus Career College Changes to Texas Locations

On November 7, 2017, Zenith Education Group, which operates Altierus Career College locations (FKA Everest College), notified the THECB of its plans to teach out 21 of the 24 Altierus campuses across the United States. A plan, with timelines for teaching out programs and closing campuses is being developed. Following is a summary of Altierus Career College Texas locations.

The following location will remain in operation:

- Houston (Bissonnet), 9700 Bissonnet Street, Suite 1400, Houston, TX 77036.

The following locations will enter into teach-outs:

- Austin, 9100 US Hwy. 290 East, Suite 100, Austin, TX 78724;
- Arlington, 300 Six Flags Drive, Suite 100, Arlington, TX 76011;
- Fort Worth South, 4200 South Freeway, Suite 1940, Fort Worth, TX 76115;
- Houston (Hobby), 7151 Office City Drive, Suite 100, Houston, TX 77087; and
- San Antonio, 6550 First Park Ten, Suite 201, San Antonio, TX 78213.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests applications from Texas public institutions of higher education to award grants through the Open Educational Resources Grant Program (OERGP). This competitive grant program was established by Senate Bill (SB) 810, 85th Texas Legislature, Regular Session to encourage faculty at institutions of higher education to adopt, modify, redesign, or develop courses that use only open educational resources.

SB 810 defines an "Open Educational Resource" as a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge."

Stakeholder representatives from community colleges, state technical colleges, and universities across the state met with Coordinating Board staff on November 1, 2017, to discuss an allocation methodology and proposed rules for the OERGP in a negotiated rule-making (NRM) process. Consensus was reached in NRM, and proposed rules have been drafted. Proposed rules have been published in the *Texas Register* for a 30-day public comment period. Staff will submit the proposed rules, with any public comments, to the Board for action at the January Board Meeting, on January 25, 2018.

The OERGP will award grants to selected institutions to support faculty efforts to adopt, adapt, or develop courses that use only open educational resources, and will be consistent with the goals of *60x30TX*. The Texas Legislature appropriated \$200,000 to the OERGP for the biennium, \$100,000 in Fiscal Year (FY) 2018, and \$100,000 in FY 2019. The Request for Applications (RFA), expected to be released in spring 2018, will provide background information, definitions, instructions, award criteria, and forms for completing the applications. Applications will be evaluated by qualified reviewers based on a standard set of criteria, after which applications will be recommended for grant awards. The Board, through the Commissioner as its delegate, would award grants based upon the recommendations of qualified reviewers.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

RECOMMENDATION: Approval, pending receipt of funds from the Texas Education Agency

Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Coordinating Board administers Basic formula grants (Title I). Basic formula grants support the goals outlined in the Perkins Act. The Coordinating Board publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The timeframe for authorization of the new Perkins Act (Perkins V) is unknown and could occur before September 2018. The RFA will be based on Perkins IV; however, if a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and requirements. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and an additional optional phase-in year was allowed.

As part of the responsibility delegated to the Coordinating Board by the State Board of Education, the Coordinating Board annually allocates Perkins funds to the state's public two-year colleges. Basic funds are allocated to the state and divided between secondary and postsecondary education according to a formula developed by the Texas Education Agency. The allocation of the total Basic Grant remains at a 70/30 split between secondary and postsecondary institutions. Funds must be expended according to the federal and state rules and regulations governing Perkins activities.

Perkins Basic grants provide support for career and technical programs at Texas public community and technical colleges. These grants are awarded annually and are based upon the formula prescribed by the federal Perkins Act. Each eligible institution is entitled to an allotment that is determined by the total number of students reported by the institution who are enrolled in career and technical programs and receive Pell grants. Eligible institutions in Texas include all 50 community college districts, three Lamar State Colleges, and the Texas State Technical College System.

The funding must:

- 1) strengthen the academic and career and technical skills of students participating in career and technical education programs;

- 2) link career and technical education at the secondary level and career and technical education at the postsecondary level;
- 3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- 4) develop, improve, or expand the use of technology in career and technical education;
- 5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs;
- 6) develop and implement evaluations of the career and technical education programs carried out with funds, including an assessment of how the needs of special populations are being met;
- 7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- 8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- 9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Additionally, the Basic grants funding must address the goals included in the Texas State Plan for 2008-2013, under the Carl D. Perkins Career and Technical Education Improvement Act of 2006; and the requirements of Public Law 109-270, Title I, Career and Technical Education Assistance to the States.

Anticipated funding for the FY 2018-2019 Basic Grants is estimated to be \$23 million. However, the level of funding could be decreased due to federal funding cuts.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-J

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program

RECOMMENDATION: Approval, pending receipt of funds from the Texas Education Agency

Background Information:

The Coordinating Board invites eligible Texas public postsecondary institutions to submit Request for Applications (RFA) to receive a State Leadership grant supported with federal funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV). State Leadership grants are awarded to support the advancement of career and technical education in Texas. In order to receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the Perkins IV Texas State Plan 2008-2013, and at least one of the priority topics included in the RFA. The timeframe for authorization of Perkins V is unknown and may happen before September 2018. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and the states had an additional optional phase-in year. If a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and mandates.

In FY 18-19, State Leadership grants must address the following:

- 1) Demonstrate statewide impact.
- 2) Focus on improving a career and technical area.
- 3) Have a plan whereby the activities will be sustainable without a continual influx of federal funding.
- 4) Include a plan for the implementation of the project's goals and deliverables after funding ends.
- 5) Include partnerships with secondary and postsecondary education institutions through contractual agreements, where appropriate.
- 6) Seek to build upon previously supported projects as appropriate, while not unduly duplicating past projects.
- 7) Include an evaluation plan and performance measures.

The Perkins State Leadership grants provide funding support to improve career and technical education programs. Anticipated funding for the Leadership Grants is estimated to be \$2.3 million for FY 18-19.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-K

Discussion of the 2017 report on the National Research University Fund

RECOMMENDATION: Information Item Only

Background Information:

Texas Education Code, Section 62.146(b) requires the Coordinating Board to certify to the Texas Legislature that verified information relating to the criteria used to determine eligibility for distributions of money from the National Research University Fund (NRUF) has been completed. The statute requires the certification report be submitted to the Comptroller and Texas Legislature "as soon as practicable in each state fiscal year."

The Texas Legislature established NRUF in 2009 "to provide a dedicated, independent, and equitable source of funding to enable emerging research universities in this state to achieve national prominence as major research universities." An institution must meet legislatively specified benchmarks to be eligible for funds and must have expended more than \$45 million on restricted research for two consecutive years.

Eight universities are currently designated as emerging research universities in the Coordinating Board's Accountability System. Two universities, Texas Tech University and the University of Houston, achieved eligibility for NRUF funding in 2012. They have each received between \$7.4 and \$9.5 million per year, with an average of \$8.5 million per year over six years. Six are potentially eligible for NRUF funding: Texas State University, The University of Texas at Arlington, The University of Texas at Dallas, The University of Texas at El Paso, The University of Texas at San Antonio, and University of North Texas.

NRUF is funded from an endowment managed by the Texas Treasury Safekeeping Trust Company, a subsidiary of the Comptroller of Public Accounts. Up to 4.5 percent of the NRUF investment, calculated at the average market value of the fund for the last 12 fiscal quarters, may be appropriated. Current distribution rate as of September 1, 2016, is 3.5 percent, based on past returns and return expectations.

In August 2017, the Commissioner reported to the Comptroller of Public Accounts that The University of Texas at Dallas reported meeting the eligibility criteria for Fiscal Year (FY) 2016. If the institution again meets those criteria in FY 2017, the institution will be eligible for fund distribution in FY 2018, pending the outcome of a statutorily mandated audit conducted by the State Auditor's Office.

The NRUF certification report will be completed as soon as all institutions submit certified data to the Coordinating Board for this purpose, using the regular Coordinating Board

Management (CBM) reporting mechanism. The report is expected to be finalized in February 2018. Coordinating Board staff will ask the Board at its January meeting to consider authorizing the Commissioner to submit the 2017 report on NRUF to the Comptroller and Legislature as soon as it is finalized.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L

Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM

RECOMMENDATION: Approval

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered for funding by public community, state, and technical colleges in Texas. The ACGM Advisory Committee's tasks are to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.thecb.state.tx.us/ACGM>).

At the fall ACGM Advisory Committee meeting, the committee approved changes in course descriptions and the addition of learning outcomes for courses in the Mexican American Field of Study Curriculum in the following disciplines: Literature (ENGL), Political Science (GOVT), and History (HIST). These changes are recommended by faculty workgroups as part of the Learning Outcomes Project and approved by the ACGM Advisory Committee.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

COURSES REVISED AS PART OF THE LEARNING OUTCOMES PROJECT

COURSE	TITLE	REVISIONS EFFECTIVE
ENGL 2351	Mexican American Literature	9-1-2018
GOVT 2311	Mexican American Politics	9-1-2018
HIST 2327	Mexican American History I	9-1-2018
HIST 2328	Mexican American History II	9-1-2018

Committee on Academic and Workforce Success

AGENDA ITEM V-M (1)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff is requesting the appointment of four members to the Apply Texas Advisory Committee (ATAC). In accordance with Texas Education Code, Section 51.762, the THECB, with the assistance of an advisory committee, is required to adopt a common admission application form for use by a person seeking admission as a freshman student to a general academic teaching institution.

The ATAC consists of individuals representing two-year, four-year, and private institutions. The committee discusses and votes on changes that may be needed to the common admission application for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation and access into higher education.

Four ATAC members with one to two years of service left on the appointment term have resigned their positions on the committee. The nominees will replace these members. The nominees are from the same institutions as the former committee members. All members of the ATAC have admission and/or enrollment experience.

Kerri Mikulik, Assistant Director of Admissions, Angelo State University
Master of Education, Wayland Baptist University

Jennifer Beal, North Central Texas College
Bachelor of Science, Texas Woman's University

Jennifer Waits, Assistant Director of Admissions, Tarrant County College
Master of Science in Management and Leadership, Tarleton State University

Miguel Wasielewski, Deputy Director of Admissions, The University of Texas at Austin
PhD in Educational Administration

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Learning Technology Advisory Committee to replace Dr. Wendi Prater, Dr. Kelvin Bentley, and Mrs. Charlene Worsham, who are no longer employed, or serve in the same capacity, at the institutions which originally submitted their nominations to serve on the committee. Board staff will seek confirmation of the appointments to complete the vacant members' terms at the January 2018 Board meeting.

Coordinating Board Rules, Chapter 1, Subchapter O, Section 1.185 establishes the Learning Technology Advisory Committee to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year. Dr. Wendi Prater's term would have ended in 2020 and will be completed by Mr. George Ashmore, Dr. Kelvin Bentley's term would have ended in 2020 and will be completed by Dr. Carlos Morales, and Mrs. Charlene Worsham's term would have ended in 2019 and will be completed by Dr. William Stowe.

Nominees' current position and highest degree awarded:

George Ashmore, Director of Online Technologies, Lone Star College System
MED in Learning and Technology, Western Governors University

Carlos Morales, President, TCC Connect, Tarrant County College
PhD in Education, Capella University

William Stowe, Biology Faculty, Kilgore College
PhD in Learning Technologies, University of North Texas

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Finance Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Finance Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Finance degree program into which the student transfers. Students completing the Finance Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Finance degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Finance Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

The Nominees, current position, and highest degree awarded will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Marketing Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Marketing Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Marketing degree program into which the student transfers. Students completing the Marketing Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Marketing degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Marketing Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

The Nominees, current position, and highest degree awarded will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (5)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the English Language & Literature Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the English Language & Literature Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the English Language & Literature degree program into which the student transfers. Students completing the English Language & Literature Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate English Language & Literature degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the English Language & Literature Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

The Nominees, current position, and highest degree awarded will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (6)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the History Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the History Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the History degree program into which the student transfers. Students completing the History Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate History degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the History Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

The Nominees, current position, and highest degree awarded will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (7)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Political Science Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Political Science Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Political Science degree program into which the student transfers. Students completing the Political Science Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Political Science degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Political Science Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

The Nominees, current position, and highest degree awarded will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M (8)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Social Work Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Social Work Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Social Work degree program into which the student transfers. Students completing the Social Work Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each university system or institution of higher education which offers an undergraduate Social Work degree program was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Social Work Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

The Nominees, current position, and highest degree awarded will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-N (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53 – 4.59, and 4.62 and proposed new Section 4.63 of Board rules concerning the Texas Success Initiative (House Bill 2223, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

House Bill (HB) 2223, 85th Texas Legislature, Regular Session, requires that institutions develop and implement developmental education corequisite models for a percentage of underprepared students. Such models allow students to concurrently enroll in a freshman-level college course and a developmental education course or intervention designed to support students' success in the college-level course. The bill also adjusts funding for developmental education and relocates the Texas Success Initiative (TSI) statute in the Texas Education Code.

The proposed amendments and addition to Board rules provide clarification for institutions, specifically related to definitions, applicability, exemptions, timeline, and other factors to help ensure consistency and effectiveness of implementation of HB 2223.

Comments were received during the 30-day comment period. Supplemental materials with the comments and staff response will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 6, 2017

Date published in the *Texas Register*: October 20, 2017

The 30-day comment period with the *Texas Register* ends on: November 20, 2017

CHAPTER 4.
RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER C.
TEXAS SUCCESS INITIATIVE

Section

- 4.51 Purpose
- 4.52 Authority
- 4.53 Definitions
- 4.54 Exemptions, Exceptions, and Waivers
- 4.55 Assessment and Placement
- 4.56 Assessment Instrument
- 4.57 College Ready Standards
- 4.58 Advisement and Plan for Academic Success
- 4.59 Determination of Readiness to Perform Entry-Level Freshman Coursework
- 4.60 Evaluation and Reporting
- 4.61 Limited Waiver of Rules
- 4.62 Required Components of Developmental Education Programs
- 4.63 Privacy of Student Information

4.51 No changes.

4.52 Authority

Under Texas Education Code, §51.344~~§51.307~~, the Board is authorized to adopt rules to implement the provisions of Texas Education Code, Chapter 51, Subchapter F-1, Texas Success Initiative~~§51.3062~~. Texas Education Code, §51.403(e), authorizes the Board to establish guidelines and reporting requirements.

4.53 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context indicates otherwise.

(1) – (6) No changes.

- (7) Co-requisite (also known as corequisite or mainstreaming)--An instructional strategy whereby undergraduate students as defined in paragraph (24) of this section are co-enrolled or concurrently enrolled in a developmental education course or NCBO~~[-]~~ as defined in paragraph (18) of this section~~[-]~~ and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite.

(8) – (12) No changes.

(13) Entry-level course (sometimes referred to as entry-level freshman coursework or freshman-level academic coursework)--Any course for academic credit in which a freshman student typically enrolls and comprises college-level content: the course shall not have prerequisites and is open to any student meeting TSI standards as defined in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) and/or meeting at least one of the exemptions or waivers as defined in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers). These courses (or their local equivalent in Texas Common Core Numbering System) may include, but are not limited to, ENGL 1301, HIST 1301, PSYC 2301, GOVT 2305/2306, MATH 1314/1414/1324/1332/1342, SOCI 1301, PHIL 1301, SPCH 1311/1315, COSC 1401, HUMA 1301, ARTS 1301, and BIOL 1306/1406.

(14) – (16) No changes.

(17) Minimum Passing Standards--The minimum scores which must be attained by a student in reading, writing, and mathematics in the TSI Assessment Instrument that indicates the student's readiness to enroll in entry-level freshman courses as defined in paragraph (13) [(12)] of this section. These scores are set forth in §4.57 of this title (relating to Definitions).

(18) – (23) No changes.

(24) Undergraduate student—a student, other than a high school student enrolled in college-level coursework for dual credit, who enrolls at a Texas public institution of higher education in a field or program of study.

4.54 Exemptions, Exceptions, and Waivers

(a) The following students shall be exempt from the requirements of this title, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in §4.53 (13) [(12)] of this title (relating to Definitions):

(a) (1) – (4) No changes.

(5) A student who transfers to an institution from a public, private, or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.

(6) A student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness standards in mathematics as defined in §4.59 [(d)(1)(B)] of this title (relating to Determination of Readiness to Perform Entry-Level Freshman Coursework), institutions may choose to require additional preparatory coursework/interventions for Algebra intensive courses, including

MATH 1314/1324/1414 (or their local equivalent). It is the institution's responsibility to ensure that students are clearly informed of the consequences of successful completion of a mathematics pathways model which results in meeting the mathematics college readiness standard only for specific entry-level freshman mathematics courses.

(a) (7) – (10) No changes.

(b) No changes.

(c) ESOL Waiver--An institution may grant a temporary waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL coursework at a public junior college, public technical institute, or public state college; 9 credit hours of developmental ESOL coursework at a general academic teaching institution; or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student would be administered the TSI Assessment. Funding limits as defined in Texas Education Code, §51.340 [~~§51.3062(1)(1) and (2)~~] for developmental education still apply. Developmental Education is not available for high school students.

(d) No changes.

4.55 Assessment and Placement

(a) An institution shall assess, by an instrument approved in §4.56 of this title (relating to Assessment Instruments), the academic skills of each entering, non-exempt undergraduate student as defined in §4.53(24) of this title (relating to Definitions) prior to enrollment of the student. Under exceptional circumstances, an institution may permit a student to enroll in freshman-level academic coursework without assessment but shall require the student to be assessed not later than the end of the first semester of enrollment in entry-level freshman [~~freshman-level academic~~] coursework.

(b) Prior to the administration of an approved instrument in §4.56 of this title (relating to Assessment Instrument), a test administrator [~~an institution~~] shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:

- (1) Importance of assessment in students' academic career;
- (2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
- (3) Developmental education options including corequisite, course-pairing, non-course-based, modular, and other non-conventional interventions;

- (4) Institutional and/or community student resources (e.g., supplemental instruction, tutoring, transportation, childcare, financial aid).
- (c) For holistic placement of non-exempt undergraduate students not meeting standards as defined in §4.57(a) [~~and (b)~~] of this title (relating to College Ready [~~and Adult Basic Education (ABE)~~] Standards), institutions shall use for determination of appropriate courses and/or interventions the TSI Assessment results and accompanying Diagnostic Profile, along with consideration of one or more of the following:
 - (1) High school Grade Point Average/class ranking;
 - (2) Prior academic coursework and/or workplace experiences;
 - (3) Non-cognitive factors (e.g., motivation, self-efficacy); and
 - (4) Family-life issues (e.g., job, childcare, transportation, finances).
- (d) – (e) No changes.

4.56 Assessment Instrument

Beginning with the institution's first class day of Academic Year (fall) 2013, an institution of higher education shall use the TSI Assessment offered by the College Board as the only Board-approved assessment instrument under this title. Any previously-employed assessments (ACCUPLACER, Compass, THEA, Asset, Compass ESL, ACCUPLACER ESL) can no longer be used under this title for entering students who initially enroll in any course on or after the institution's first class day in fall 2013 or for any students retesting for TSI purposes. Test administrators of [~~Institutions administering~~] the TSI Assessment must follow the requirements and processes for test administration as set forth by the THECB and the test vendor.

4.57 College Ready Standards

- (a) No changes.
- (b) Institutions must use the TSI Assessment diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the educational and training needs of undergraduate students not meeting the college readiness standards as defined in subsection (a) of this section.

4.58 Advisement and Plan for Academic Success

- (a) For each undergraduate student as defined in §4.53(24) of this title (relating to Definitions) who fails to meet the minimum passing standards described in §4.57 of this title (relating to [~~Minimum Passing~~] College Ready Standards), an institution shall:

- (1) Establish a program to advise the student regarding developmental education necessary to ensure the readiness of that student in performing freshman-level academic coursework.
- (2) Determine a plan, working with the student, for academic success, which shall include developmental education and may include provisions for enrollment in appropriate non-developmental coursework. Institutions must ensure developmental education courses and interventions meet the criteria set forth in the *Lower Division Academic Course Guide Manual* (ACGM).

(b) – (e) No changes.

(f) For undergraduate students enrolled in a corequisite model as defined in §4.53(7) of this title (relating to Definitions) who fail to satisfactorily complete the freshman-level course, the institution of higher education must:

- (1) review the plan developed for the student under this section and, if necessary, work with the student to revise the plan; and
- (2) offer to the student a range of competency-based education programs to assist the student in becoming ready to perform freshman-level academic coursework in the applicable subject area(s).

4.59 Determination of Readiness to Perform Entry-Level Freshman Coursework

(a) No changes.

(b) An institution may enroll a non-exempt, undergraduate student who has not met the college readiness standard on the TSI Assessment [~~and is not otherwise exempt~~] in an entry-level freshman course if the student is co-enrolled in developmental education, as defined in §4.53(7) [~~or §4.53(8)~~] of this title (relating to Definitions). Successful completion of the entry-level freshman course is demonstration of the student's college readiness, independent of his/her performance in co-enrolled developmental education.

(c) As indicators of readiness, institutions shall consider, as appropriate:

- (1) Performance in developmental education.
- (2) Performance in appropriate non-developmental coursework, including successfully completed college-level coursework in a related field using AP scores, IB scores, and/or grades earned through dual credit, as determined by the receiving institution.

(d) – (e) No changes.

4.60 - 4.61 No changes.

4.62 Required Components of Developmental Education Programs

(a)(1) – (7) No changes.

- (8) Each institution of higher education shall develop and implement corequisite model(s) as defined in §4.53(7) of this title (relating to Definitions) for developmental mathematics and integrated reading/writing (IRW) courses and interventions, and each institution must ensure that a minimum percentage of its undergraduate students other than those exempt as outlined in subparagraph (B) of this paragraph must be enrolled in such corequisite model(s). ~~[course pairing of developmental education courses/interventions with entry-level freshman courses, also known as mainstreaming or co-enrollment of developmental education and entry-level freshman courses as defined in §4.53(12) of this title (relating to Definitions).]~~

(A) Each public institution of higher education must ensure that the institution's developmental courses and interventions comply with the requirements of this section according to the following schedule:

(i) for the 2018-2019 academic year, at least 25 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);

(ii) for the 2019-2020 academic year, at least 50 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);

(iii) for the 2020-2021 academic year, at least 75 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);

B) The following students are exempt by subject area(s) from this requirement:

(i) students assessed at ABE Diagnostic levels 1-4 on the TSI Assessment;

(ii) students who are college ready;

(iii) students enrolled in adult education;

(iv) students enrolled in degree plans not requiring a freshman-level academic mathematics course;

(v) students who meet one or more of the exemptions as outlined in §4.54 (relating to Exemptions, Exceptions, and Waivers);

C) Institutions of higher education must adhere to developmental education funding limitations per TAC §13.107 (relating to Limitation on Formula Funding for Remedial and Developmental Courses and Interventions).

(b) – (c) No changes.

4.63 Privacy of Student Information

Institutions of higher education must ensure that the Texas Success Initiative is administered in a manner that complies with federal law regarding confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.), the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), and any state law relating to the privacy of student information.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program (General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The amendment to Section 6.213 revises existing rules to align with the General Appropriations Act, Senate Bill 1, Rider 53, pp. III-57, passed by the 85th Texas Legislature, Regular Session. The Texas Legislature added language that extends grant eligibility to private and independent institutions of higher education that operate autism research centers.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 6, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

Chapter 6 – Health Education, Training, and Research Funds

Subchapter K – Autism Grant Program

- 6.210 Purpose
- 6.211 Authority
- 6.212 Definitions
- 6.213 Eligibility
- 6.214 Grant Application Procedures
- 6.215 Award Amounts
- 6.216 Review Criteria
- 6.217 General Information
- 6.218 Reporting

6.210 – 6.212 No Changes.

6.213 Eligibility

The following are eligible to apply for a grant under the program:

(1) A Texas public, private or independent institution of higher education that operates an autism research center as of September 1, 2015; or

(2) A partnership among Texas public, private or independent institutions of higher education that operate one or more autism research centers as of September 1, 2015.

6.214 – 6.218 No Changes.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3 - 7.5, 7.7, 7.8, and 7.11 and proposed new Section 7.15 of Board rules concerning oversight of degree-granting colleges and universities other than Texas public institutions, and academic records maintenance, protection, and repository of last resort (Senate Bill 1781, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of the amendments and new section is to meet the requirements of Senate Bill 1781, 85th Texas Legislature, Regular Session. The amendments clarify and streamline rules regarding oversight of degree-granting colleges and universities other than Texas public institutions. The new section adds requirements regarding maintaining an academic repository for closed schools.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 6, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

CHAPTER 7

Degree Granting Colleges and Universities Other Than Texas Public Institutions
Subchapter A. General Provisions

- 7.1 Purpose
- 7.2 Authority
- 7.3 Definitions
- 7.4 Standards for Operation of Institutions
- 7.5 Administrative Injunctions, Limitations, and Penalties [~~Penalties and Injunctions~~]
- 7.6 Recognition of Accrediting Agencies
- 7.7 Institutions Accredited by Board-Recognized Accreditors
- 7.8 Institutions Not Accredited by a Board-Recognized Accreditor
- 7.9 Religious Institutions Offering Degrees in Religious Disciplines
- 7.10 Registration of Agents
- 7.11 Changes of Ownership and Other Substantive Changes
- 7.12 Review and Use of Degrees from Institutions Not Eligible for Certificate of Authority
- 7.13 Student Data Reporting
- 7.14 Distance Education Approval Processes for Degree Granting Colleges and Universities Other Than Texas Public Institutions
- 7.15 Academic Records Maintenance, Protection, and Repository of Last Resort

7.1 – 7.2 NO CHANGES.

7.3 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Academic Record—Any information that is:

(A) directly related to a student's educational efforts;

(B) intended to support the student's progress toward completing a degree program;

(C) regardless of the format or manner in which or the location where the information is held, maintained by an institution for the purpose of sharing among academic officials; and

(D) for purposes of this chapter, an academic record includes a student's educational history, but does not include medical records, alumni records other than educational history, human resources records, or criminal history record information or other law enforcement records.

(2) ~~[(1)]~~ Accreditation--The status of public recognition that an accrediting agency grants to an educational institution.

(3) ~~[(2)]~~ Accrediting Agency--A legal entity recognized by the Secretary of Education of the United States Department of Education as an accrediting agency that conducts accreditation activities through voluntary peer review and makes decisions concerning the accreditation

status of institutions, including ensuring academic, financial, and operational quality. A Board-recognized Accrediting Agency is any accrediting agency authorized by the Secretary of Education of the United States Department of Education to accredit educational institutions that offer the associate degree or higher, the standards of accreditation or membership for which have been found by the Board to be sufficiently comprehensive and rigorous to qualify its institutional members for an exemption from certain provisions of this chapter.

(4) ~~[(3)]~~ Agent--A person employed by or representing a postsecondary educational institution that does not have a Certificate of Authorization or Certificate of Authority, within or without Texas who:

(A) solicits any Texas student for enrollment in the institution (excluding the occasional participation in a college/career fair involving multiple institutions or other event similarly limited in scope in the state of Texas);

(B) solicits or accepts payment from any Texas student for any service offered by the institution; or

(C) while having a physical presence in Texas, solicits students or accepts payment from students who do not reside in Texas.

(5) ~~[(4)]~~ Associate Degree Program--A grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts (AA), the associate of science (AS), the associate of applied arts (AAA), the associate of applied science (AAS), and the associate of occupational studies (AOS) degrees.

(A) Academic Associate Degree Program--A grouping of courses designed to transfer to an upper-level baccalaureate program and that includes sixty (60) semester credit hours and not more than sixty-six (66) semester credit hours or ninety (90) quarter credit hours and not more than ninety-nine (99) quarter credit hours. An academic associate degree must include at least twenty (20) semester credit hours or thirty (30) quarter credit hours of general education courses. This specifically refers to the associate of arts (AA) and the associate of science degrees (AS).

(B) Applied Associate Degree Program--A grouping of courses designed to lead the individual directly to employment in a specific career and that includes at least sixty (60) semester credit hours and not more than seventy-two (72) semester credit hours or ninety (90) quarter credit hours and not more than one hundred eight (108) quarter hours. An applied associate degree must include at least fifteen (15) semester credit hours or twenty-three (23) quarter credit hours of general education courses. This specifically refers to the associate of applied arts (AAA) and the associate of applied science (AAS) degrees. Associate of Occupational Studies (AOS) degrees are only allowed under §7.5~~(4)~~ of this chapter.

(6) ~~[(5)]~~ Board--The Texas Higher Education Coordinating Board.

(7) ~~[(6)]~~ Board Staff--The staff of the Texas Higher Education Coordinating Board including the Commissioner of Higher Education and all employees who report to the Commissioner.

(8) ~~[(7)]~~ Career School or College--Any business enterprise operated for a profit, or on a nonprofit basis, that maintains a place of business in the state of Texas or solicits business within the state of Texas, and that is not specifically exempted by Texas Education Code, §132.002 or §7.4 of this chapter (relating to Standards for Operations of Institutions), and:

(A) that offers or maintains a course or courses of instruction or study; or

(B) at which place of business such a course or courses of instruction or study is available through classroom instruction, by electronic media, by correspondence, or by some or all, to a person for the purpose of training or preparing the person for a field of endeavor in a business, trade, technical, or industrial occupation, or for career or personal improvement.

(9) ~~[(8)]~~ Certificate of Approval--The Texas Workforce Commission's approval of career schools or colleges with operations in Texas to maintain, advertise, solicit for, or conduct any program of instruction in this state.

(10) ~~[(9)]~~ Certificate of Authority--The Board's approval of postsecondary institutions (other than exempt institutions), with operations in the state of Texas, to confer degrees or courses applicable to degrees, or to solicit students for enrollment in institutions that confer degrees or courses applicable to degrees, while seeking Board-recognized accreditation. Additional conditions, restrictions, or requirements ~~may~~ **[will]** be placed on a Certificate of Authority ~~pursuant to §7.8. [, including, but not limited to, application and review requirements for the initial application and supplementary reporting requirements during the first two years of operation, if an institution does not meet one of the three previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter. Additional conditions, restrictions, or requirements may be placed on any Certificate of Authority if recommended to and approved by the Board.]~~

(11) ~~[(10)]~~ Certificate of Authorization--The Board's acknowledgment that an institution is qualified for an exemption, ~~unless specifically provided otherwise,~~ from certain identified regulations in this subchapter.

(A) A Certificate of Authorization for an institution offering degrees or courses leading to degrees at a physical location in Texas will be issued for the period of time in the institution's current grant of accreditation by its Board-recognized accreditor.

(B) A Certificate of Authorization may be issued as provisional for a 15-month temporary exemption from certain identified regulations in this subchapter based on its main campus' accreditation while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission.

(C) An out-of-state institution may be issued a renewable one-year Certificate of Authorization in order to allow students to complete experiential learning experiences in Texas.

(12) ~~[(11)]~~ Certificate of Registration--The Board's approval of an agent to solicit students on behalf of a private postsecondary educational institution in the state of Texas.

(13) ~~[(12)]~~ Certification Advisory Council--The Council as established by Board rules Chapter 1, Subchapter H, §§1.135 - 1.141 of this title (relating to Certification Advisory Council).

(14) ~~[(13)]~~ Change of Ownership or Control--Any change in ownership or control of a career school or college, or a postsecondary educational institution, or an agreement to transfer control of such institution.

(A) The ownership or control of a career school or college or postsecondary educational institution is considered to have changed:

(i) in the case of ownership by an individual, when more than fifty (50) percent of the institution has been sold or transferred;

(ii) in the case of ownership by a partnership or a corporation, when more than fifty (50) percent of the institution or of the owning partnership or corporation has been sold or transferred; or

(iii) when the board of directors, officers, shareholders, or similar governing body has been changed to such an extent as to significantly alter the management and control of the institution.

(B) A change of ownership or control does not include a transfer that occurs as a result of the retirement or death of the owner if transfer is to a member of the owner's family who has been directly and constantly involved in the management of the institution for a minimum of two years preceding the transfer. For the purposes of this section, a member of the owner's family is a parent, sibling, spouse, or child; spouse's parent or sibling; or sibling's or child's spouse.

(15) ~~[(14)]~~ Cited--Any reference to an institution in a negative finding or action by an accrediting agency.

(16) ~~[(15)]~~ Classification of Instructional Programs (CIP) Code--The four (4) or six (6)-digit code assigned to an approved degree program in accordance with the CIP manual published by the U.S. Department of Education, National Center for Education Statistics. CIP codes define the authorized teaching field of the specified degree program, based upon the occupation(s) for which the program is designed to prepare its graduates.

(17) ~~[(16)]~~ Commissioner--The Commissioner of Higher Education.

(18) ~~[(17)]~~ Degree--Any title or designation, mark, abbreviation, appellation, or series of letters or words, including "associate," "bachelor's," "master's," "doctor's" and their equivalents and foreign cognates, which signify, purport to signify, or are generally taken to signify satisfactory completion of the requirements of all or part of a program of study which is generally regarded and accepted as an academic degree-level program by accrediting agencies recognized by the Board.

(19) ~~[(18)]~~ Educational or Training Establishment--An enterprise offering a course of instruction, education, or training that is not represented as being applicable to a degree.

(20) ~~[(19)]~~ Exempt Institution--A postsecondary educational institution that is fully accredited by and not operating under sanctions imposed by an agency recognized by the Board under §7.6 of this chapter (relating to Recognition of Accrediting Agencies), is defined as a "private or independent institution of higher education" under Texas Education Code,

§61.003(15), a career school or college that applies for and is declared exempt under this chapter, an institution that has received approval by a state agency authorizing the institution's graduates to take a professional or vocational state licensing examination administered by that agency as described in Texas Education Code, §61.303(a), or an institution exempted by the Texas Workforce Commission under Texas Education Code, §132.002. Exempt institutions must comply with certain Board rules.

(21) [(20)] Experiential Learning--Process through which students develop knowledge, skills, and values from direct experiences outside an institution's classrooms. Experiential learning encompasses a variety of activities including, but not limited to, internships, externships, practicums, clinicals, field experience, or other professional work experiences. References to clinicals within this chapter encompasses all site-specific health professions experiential learning. Clinicals include site experiences for medical, nursing, allied health, and other health professions degree programs.

(22) [(21)] Fictitious Degree--A counterfeit or forged degree or a degree that has been revoked.

(23) [(22)] Fraudulent or Substandard Degree--A degree conferred by a person who, at the time the degree was conferred, was:

(A) operating in this state in violation of this subchapter;

(B) not eligible to receive a Certificate of Authority under this subchapter and was operating in another state in violation of a law regulating the conferral of degrees in that state or in the state in which the degree recipient was residing or without accreditation by a recognized accrediting agency, if the degree is not approved through the review process described by §7.12 of this chapter (relating to Review and Use of Degrees from Institutions Not Eligible for Certificates of Authority); or

(C) not eligible to receive a Certificate of Authority under this subchapter and was operating outside the United States, and whose degree the Board, through the review process described by §7.12 of this chapter, determines is not the equivalent of an accredited or authorized degree.

(24) [(23)] Out-of-State Public Postsecondary Institution--Any senior college, university, technical institute, junior or community college, or the equivalent which is controlled by a public body organized outside the boundaries of the state of Texas. For purposes of this chapter, out-of-state public institutions of higher education are considered postsecondary educational institutions.

(25) [(24)] Person--Any individual, firm, partnership, association, corporation, enterprise, postsecondary educational institution, other private entity, or any combination thereof.

(26) Personally Identifiable Information—information of a potential, current or former student, including name, address, telephone number, social security number, email address, date of birth, education records, or any other identifying number or information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual.

(27) [(25)] Physical Presence--

(A) While in Texas, a representative of the school or a person being paid by the school, who conducts an activity related to postsecondary education, including for the purposes of recruiting students (excluding the occasional participation in a college/career fair involving multiple institutions or other event similarly limited in scope in the state of Texas), teaching or proctoring courses including internships, clinicals, externships, practicums, and other similarly constructed educational activities (excluding those individuals that are involved in teaching courses in which there is no physical contact with Texas students or in which visiting students are enrolled), or grants certificates or degrees; and/or

(B) The institution has any location within the state of Texas which would include any address, physical site, telephone number, or facsimile number within or originating from within the boundaries of the state of Texas. Advertising to Texas students, whether through print, billboard, internet, radio, television, or other medium alone does not constitute a physical presence.

(28) [(26)] Postsecondary Educational Institution--An educational institution which:

(A) is not a public community college, public technical college, public senior college or university, medical or dental unit or other agency as defined in Texas Education Code, §61.003;

(B) is incorporated under the laws of this state, or maintains a place of business in this state, or has an agent or representative present in this state, or solicits business in this state; and

(C) furnishes or offers to furnish courses of instruction in person, by electronic media, by correspondence, or by some means or all leading to a degree; provides or offers to provide credits alleged to be applicable to a degree; or represents that credits earned or granted are collegiate in nature, including describing them as "college-level," or at the level of any protected academic term.

(29) [(27)] Private Postsecondary Educational Institution--An institution which:

(A) is not an institution of higher education as defined by Texas Education Code, §61.003;

(B) is incorporated under the laws of this state, maintains a place of business in this state, has an agent or representative presence in this state, or solicits business in this state; and

(C) furnishes or offers to furnish courses of instruction in person, by electronic media, or by correspondence leading to a degree or providing credits alleged to be applied to a degree.

(30) [(28)] Professional Degree--A degree that is awarded for a Doctor of Medicine (M.D.), Doctor of Osteopathy (D.O.), Doctor of Dental Surgery (D.D.S.), Doctor of Veterinary Medicine (D.V.M.), Juris Doctor (J.D.), and Bachelor of Laws (LL.B.) and their equivalents and foreign cognates.

(31) [(29)] Program or Program of Study--Any course or grouping of courses which are represented as entitling a student to a degree or to credits applicable to a degree.

(32) [(30)] Protected Term--The terms "college," "university," "school of medicine," "medical school," "health science center," "school of law," "law school," or "law center," its abbreviation, foreign cognate or equivalents.

(33) ~~[(31)]~~ Reciprocal State Exemption Agreement--An agreement entered into by the Board with an out-of-state state higher education agency or higher education system for the purpose of creating a reciprocal arrangement whereby that entity's institutions are exempted from the Board oversight for the purposes of distance education. In exchange, participating Texas public or private institutions of higher education as defined in Texas Education Code, §61.003 would be exempted from that state's oversight for the purposes of distance education.

(34) ~~[(32)]~~ Representative--A person who acts on behalf of an institution regulated under this subchapter. The term includes, without limitation, recruiters, agents, tutors, counselors, business agents, instructors, and any other instructional or support personnel.

(35) ~~[(33)]~~ Required State or National Licensure--The requirement for graduates of certain professional programs to obtain a license from state or national entities for entry-level practice.

(36) Sanction—An action taken by an accrediting agency indicating that an institution is out of compliance with its accrediting agency's standards or criteria and may lose such accreditation if the institution does not take action to comply within a certain period of time. Sanctions include, but are not limited to, warnings, notations, probation, or loss of accreditation and equate to a violation of this chapter.

(37) ~~[(34)]~~ Single Point of Contact--An individual who is designated by an institution as the person responsible for receiving and conveying information between an institution and the Board or Board staff. The Board will direct all communications regarding an institution to the Single Point of Contact. Institutions must inform the Board of changes in the designated Single Point of Contact within 30 days of change.

(38) ~~[(35)]~~ Substantive Change--Any change in principal location, ownership, or governance of an institution, change in accrediting agency or final action by an accrediting agency changing such institution's status with such accrediting agency, including negative actions taken by the accrediting agency against an institution, change in degree- or credential-level for an approved program, addition of new programs, degrees or credentials offered, change of institution name, or change in United States Department of Education requirements for receipt of federal financial aid based on financial or accreditation status.

(39) ~~[(36)]~~ Visiting Student--A student pursuing a degree at an out-of-state institution (i.e., home institution) with no physical presence in Texas who has permission from the home institution and a Texas institution, which is either exempt from Board rules or currently in compliance with Board rules, to take specific courses at the Texas institution. The two institutions have an agreement that courses taken at the Texas institution will transfer back to the home institution.

7.4 Standards for Operation of Institutions

(a) All institutions that operate within the state of Texas are required to meet the following standards. These standards will be enforced through the Certificate of Authority process. Standards addressing the same principles will be enforced by Board-recognized accrediting agencies under the Certificate of Authorization process. Particular attention will be paid to the institution's commitment to education, responsiveness to recommendations and

suggestions for improvement, and, in the case of a renewal of a Certificate of Authority, record of improvement and progress. These standards represent generally accepted administrative and academic practices and principles of accredited postsecondary institutions in Texas. Such practices and principles are generally set forth by institutional and specialized accrediting bodies and the academic and professional organizations.

(1) – (4) NO CHANGES.

(5) Financial Resources and Stability. The institution shall have adequate financial resources and financial stability to provide education of good quality and to be able to fulfill its commitments to students. The institution shall have sufficient reserves, line of credit, or surety instrument so that, together with tuition and fees, it would be able to complete its educational obligations for the current term to currently enrolled students if it were unable to admit any new students.

(6) – (18) NO CHANGES.

(19) Academic Records. Adequate records of each student's academic performance shall be securely and permanently maintained by the institution.

(A) The records for each student shall contain:

(i) student contact and identification information, including address and telephone number;

(ii) records of admission documents, such as high school diploma or GED (if undergraduate) or undergraduate degree (if graduate);

(iii) records of all courses attempted, including grade; completion status of the student, including the diploma, degree or award conferred to the student, designation of the major course of study; and

(iv) any other information typically contained in academic records.

(B) Two copies of said records shall be maintained in separate secure places. Records of students who are no longer enrolled at the institution for any reason, including graduation, must be maintained in accordance with Section 7.15 of this chapter (Academic Records Maintenance, Protection, and Repository of Last Resort).

(C) Students in good standing will be provided transcripts [Transcripts shall be provided] upon request [~~by a student~~], subject to the institution's obligation, if any, to cooperate with the rules and regulations governing state and federally guaranteed student loans.

(20) Accurate and Fair Representation in Publications, Advertising, and Promotion.

(A) – (E) NO CHANGES.

(F) Upon satisfactory completion of the program of study, the student in good standing shall be given appropriate educational credentials indicating the degree level, degree

designation, and the designation of the major course of study, and a transcript accurately listing the information typically found on such a document, subject to the institution's obligation, if any, to enforce with the rules and regulations governing state, and federally guaranteed student loans by temporarily withholding such credentials.

(21) – (23) NO CHANGES.

(24) Learning Outcomes.

(A) An institution must have an objective system of assessing learning outcomes in place for each part of the curriculum and the institution can demonstrate that appropriate learning outcomes are being achieved.

(B) ~~[(b)]~~ An institution may deviate, for a compelling academic reason, from Standard (12) relating to Faculty Size and Standard (16) relating to Credit for Work Completed Outside a Collegiate Setting, as long as academic objectives are fully met.

7.5 Administrative Injunctions, Limitations, and Penalties ~~[Penalties and Injunctions]~~

(a) - (b) NO CHANGES.

(c) Associate of Occupational Studies (AOS) Degree- Texas has three career schools or colleges awarding the AOS degree: Universal Technical Institute, Western Technical College, and Golf Academy of America. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, business and golf complex operations and management. Each of the three Institutions may continue to award the AOS degree for those fields listed in this subsection and shall be restricted to those fields. The Board shall not consider new AOS degree programs from any other career schools or colleges. A career school or college authorized to grant the AOS degree shall not represent such degree by using the terms "associate" or "associate's" without including the words "occupational studies." An institution authorized to grant the AOS degree shall not represent such degree as being the equivalent of the AAS or AAA degrees.

(d) ~~[(e)]~~ Offenses--A violation of this subsection may constitute a violation of the Texas Penal Code, §32.52, or Texas Education Code §§61.312, 61.313. An offense under subsection (a)(1) - (5) of this section may be a Class A misdemeanor and an offense under subsection (a)(6) of this section may be a Class B misdemeanor.

~~[(d) Transfer of Records--In the event any institution now or hereafter operating in this state proposes to discontinue its operation, the chief administrative officer, by whatever title designated, of said institution shall cause to be filed with the Board the original or legible true copies of all such academic records of said institution as may be specified by the Commissioner. Such records shall include, without limitation:~~

~~—(1) such academic information as is customarily required by colleges when considering students for transfer or advanced study; and~~

~~—(2) the academic records of each former student.]~~

~~[(e) Record Protection—In the event it appears to the Commissioner that any records of an institution that is discontinuing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Board, the Commissioner may seek, on the Board's behalf, court authority to take possession of such records.]~~

~~[(f) Maintenance of Records—The Board shall maintain or cause to be maintained a permanent file of such records coming into its possession.]~~

(e) ~~[(g)]~~ Administrative Penalties--If a person or institution violates a provision of this subchapter, the Commissioner may assess an administrative penalty against the person or institution as provided in this section.

(f) ~~[(h)]~~ Notice of Violation--The Commissioner shall send written notice by certified mail to the person or institution charged with the violation. The notice shall state the facts on which the penalty is based, the amount of the penalty assessed, and the right of the person or institution to request a hearing.

(g) ~~[(i)]~~ Appeal of Assessment--The Commissioner's assessment shall become final and binding unless, within forty-five (45) days of receipt of the notice of assessment, the person or institution invokes the administrative remedies contained in Chapter 1, Subchapter B of this title (relating to Dispute Resolution).

(h) ~~[(j)]~~ Collection of Assessment--If the person or institution does not pay the amount of the penalty within thirty (30) days of the date on which the assessment becomes final, the Commissioner may refer the matter to the attorney general for collection of the penalty, plus court costs and attorney fees.

(i) ~~[(k)]~~ Specific Administrative Penalty--Any person or institution that is neither exempt nor the holder of a Certificate of Authority to grant degrees, shall be assessed an administrative penalty of not less than \$1,000 or more than \$5,000 for, either individually or through an agent or representative:

- (1) conferring or offering to confer a degree;
- (2) awarding or offering to award credits purported to be applicable toward a degree to be awarded by another person or institution (except under conditions and in a manner specified and approved by the Board);
- (3) representing that any credits offered are collegiate in nature subject to the provisions of this subchapter; and
- (4) with regard to assessment of such specific administrative penalties, each degree conferred without authority, and each person enrolled in a course or courses at the institution whose decision to enroll was influenced by the misrepresentations, constitutes a separate offense.

(j) ~~[(l)]~~ Other Administrative Penalties—

(1) Any person or institution that violates subsection (a)(4) of this section shall be assessed an administrative penalty of not less than \$1,000 or more than \$3,000.

(2) Any person or institution that fails to maintain in a manner specified by the Board in §7.15 the academic records of enrolled or former students, including records of credits and degrees awarded, or that fails to protect the personally identifiable information of enrolled or former students shall be assessed an administrative penalty of not less than \$100 or more than \$500 for each student whose academic record was not maintained or whose personally identifiable information was not protected.

~~(k)~~ ~~[{m}]~~ Specific Administrative Penalties for Agents--Any agent who solicits students for enrollment in an institution subject to the provisions of this subchapter without a Certificate of Registration shall be assessed an administrative penalty of not less than \$500 or more than \$1,000. Each student solicited without authority constitutes a separate offense.

~~(l)~~ ~~[{n}]~~ Termination of Operation--Any operations which are found to be in violation of the law shall be terminated.

~~(m)~~ ~~[{o}]~~ Report to Attorney General--The Commissioner may report possible violations of this subchapter to the attorney general. The attorney general, after investigation and consultation with the Board, shall bring suit to enjoin further violations.

~~(n)~~ ~~[{p}]~~ Venue--An action for an injunction under this section shall be brought in a district court in Travis County.

~~(o)~~ ~~[{q}]~~ Civil Penalties--A person who violates this subchapter or a rule adopted under this subchapter is liable for a civil penalty in addition to any injunctive relief or any other remedy allowed by law. A civil penalty may not exceed \$1,000 a day for each violation.

~~(p)~~ ~~[{r}]~~ Civil Litigation--The attorney general, at the request of the Board, shall bring a civil action to collect a civil penalty under this section.

~~(q)~~ ~~[{s}]~~ Deceptive Trade Practice Act--A person who violates this subchapter commits a false, misleading, or deceptive act or practice within the meaning of the Texas Business and Commerce Code, §17.46.

~~(r)~~ ~~[{t}]~~ Applicability of Other Law--A public or private right or remedy under the Texas Business and Commerce Code, Chapter 17, may be used to enforce this section.

~~[{u} Associate of Occupational Studies (AOS Degree--Texas has three career schools or colleges awarding the AOS degree: Universal Technical Institute, and Western Technical College. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, and business. Each of the two Institutions may continue to award the AOS degree for those fields listed in this subsection and shall be restricted to those fields. The Board shall not consider new AOS degree programs from any other career schools or colleges. A career school or college authorized to grant the AOS degree shall not represent such degree by using the terms "associate" or "associate's" without including the words "occupational studies." An institution authorized to grant the AOS degree shall not represent such degree as being the equivalent of the AAS or AAA degrees.]~~

7.6 NO CHANGES.

7.7 Institutions Accredited by Board-Recognized Accreditors

An institution which does not meet the definition of institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accreditor, and is interested in offering degrees or courses leading to degrees in the State of Texas must follow the requirements in paragraphs (1) - (4) of this section.

(1) Authorization to Offer Degrees or Courses Leading to Degrees in Texas.

(A) Each institution and/or campus location must submit an application for a Certificate of Authorization to offer degree(s) or courses leading to degrees in Texas. The application form for the Certificate of Authorization may be found on the Board's website. The application must contain the following information:

(i) Name of the institution;

(ii) Physical location of campus, or in the case of only providing clinicals or internships in Texas, the physical location of all clinical or internship sites, number of students in clinicals or internships and start and end date of clinicals or internships;

(iii) Name and contact information of the Chief Administrative Officer of the campus and name and contact information of the designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions). In the case of an application based on clinicals or internships, name and contact information of clinical or internship site supervisors;

(iv) Name of Board-recognized accreditor;

(v) Level of degree, degree program name, and CIP code as authorized by the Board-recognized accreditor;

(vi) Documentation of notification to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas;

(vii) Dates of accreditation granted by the Board-recognized accreditor.

(I) If the institution or a location in Texas is currently subject to a negative or adverse action by its Board-recognized accreditor which has not resulted in a sanction, the institution must provide documentation explaining the reasons for the action ~~[its current status]~~ and actions taken to reverse the negative or adverse action.

(II) If the institution or a location in Texas is currently subject to a sanction by its Board-recognized accreditor, the institution must provide documentation explaining the reasons for the action and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(III) ~~[(H)]~~ If the institution applies based on accreditation of its main campus while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission, the institution must provide documentation from its accreditor acknowledging that a decision on campus accreditation can be made within fifteen (15) months of the issuance of a provisional Certificate of Authorization.

(viii) Acknowledgement of student complaint procedure, compliance with the institutional accrediting agency's standards for operation of institutions, annual review reporting requirements, substantive change notification, and student data reporting requirements contained in this section, §§1.110 - 1.120 of this title (relating to Student Complaint Procedure), §7.4 of this chapter (relating to Standards for Operation of Institutions), §7.11 of this chapter (relating to Changes of Ownership and Other Substantive Changes), and §7.13 of this chapter (relating to Student Data Reporting), respectively;

(ix) Texas Workforce Commission Certificate of Approval or a Texas Workforce Commission exemption or exclusion from Texas Education Code, Chapter 132;

(x) Disclosure of most recent United States Department of Education financial responsibility composite score, including applicable academic year for score. If the institution has a score under 1.5, the institution must provide documentation of all actions taken since date of calculation to raise the score.

(xi) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason.

(I) A surety instrument includes, but are not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private associations, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.

(II) The documented reserves, lines of credit, or surety instruments must be:

(a) In a form and amount acceptable to the Board;

(b) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms;

(c) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and

(d) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this paragraph.

(III) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.

(B) Board staff will verify information and accreditation status. Upon determination that an institution is in good standing with its Board recognized accreditor, has sufficient financial resources, and, if applicable, has provided sufficient documentation of correcting accreditation or financial issues, Board staff will provide a Certificate of Authorization to offer in Texas those degrees or courses leading to degrees for which it is accredited. If an institution is only providing clinicals or internships in the state of Texas, a Certificate of Authorization will be issued for the institution to offer in the state of Texas identified clinicals or internships in connection with those degrees or courses leading to degrees for which the institution is accredited. The Certificate of Authorization will be issued to the institution by name, city and state.

(C) Certificates of Authorization are subject to annual review for continued compliance with the Board-recognized accreditor's standards of operation, student complaint processes, financial viability, and accurate and fair representation in publications, advertising, and promotion.

(i) Institutions must submit the following documentation on an annual basis for Board staff review and recommendation to the Board for continuation or revocation of the Certificate of Authorization:

(I) Annual audited financial statements, issued less than one year from time of submission, prepared in accordance with Generally Accepted Accounting Principles by an independent certified public accountant;

(II) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Institutions under a Certificate of Authorization as of September 1, 2017 are required to provide documentation of reserves, lines of credit, or surety instruments going forward with the 2019 annual compliance review.

(III) [~~(H)~~] Certification that the institution is providing accurate and fair representation in publications, advertising, and promotion, including disclosure to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas. The institution shall further certify that it is maintaining any advertising used in Texas for a minimum of five years and shall make any such advertisements available to the Board for inspection upon request.

(IV) [~~(H)~~] An annotated copy of the student catalog or student handbook showing compliance with the principles addressed in §7.4 of this chapter with cross-reference to the operational standards of its institutional accrediting agency;

(V) [~~(IV)~~] A copy of the institution's student complaint policy, links to online student complaint procedures and forms, and summary of all complaints made by Texas residents or students enrolled at a Texas-based institution concerning the institution in accordance with

§§1.110 - 1.120 of this title. The complaint summary shall include complaints which have been filed, with the institution, its accrediting agency, or the Board within the 12 months prior to the annual review reporting date and shall indicate whether pending or resolved;

~~(VI)~~ [(V)] Official statement of current accreditation status and any pending or final actions that change the institution's accreditation status from the institution's Board-recognized accreditor, including changes in degree levels or programs offered approvals, changes in ownership or management, changes in name, and changes in physical location within the 12 months prior to the annual review reporting date;

(VII) Information regarding heightened cash monitoring or other changes that affect students' federal financial aid eligibility through the US Department of Education;

~~(VIII)~~ [(VI)] Attestation that all documentation submitted is true and correct and continued acknowledgement of student complaint procedure, annual review reporting requirements, substantive change notification, and student data reporting requirements contained herein this section, §§1.110 - 1.120 of this title, §§7.4, 7.11, [and] 7.13, and 7.15 of this chapter, respectively.

(ii) Annual reviews are conducted based on an institution's name and initial date of authorization.

(I) Institutions with names starting with "A" through "O" must submit annual review documentation by January 15 of each year. The Board will review staff recommendations at the annual July Board meeting.

(II) Institutions with names starting with "P" through "Z" must submit annual review documentation by July 15 of each year. The Board will review staff recommendations at the annual January Board meeting.

(III) Institutions that have received their first Certificate of Authorization less than six months from the due date for submission of annual review documentation may wait to submit documentation until the following annual review submission date.

(iii) Prior to making a recommendation to the Board, staff has discretion to conduct a site visit at the institution if warranted by facts disclosed in the annual review documentation. The Board-recognized accreditor will be notified and invited to participate.

(D) Certificates of Authorization for institutions offering degrees or courses leading to degrees at a physical location in Texas, upon Board staff recommendation after annual review, expire at the end of the grant of accreditation by the Board-recognized accreditor.

(i) If a new grant of accreditation is awarded by the Board-recognized accreditor, the Certificate of Authorization may be renewed upon submission of documentation of the new grant of accreditation.

(ii) If an institution changes recognized accreditors, the institution must submit a new application for a Certificate of Authorization.

(E) Certificates of Authorizations based solely on providing clinicals or internships in Texas expire one year from date of issuance.

(i) If clinicals or internships are ongoing in Texas, the Certificate of Authorization based solely on providing clinicals or internships in Texas must be renewed on an annual basis. At least thirty (30) days, but no more than ninety (90) days, prior to the expiration of the current Certification of Authorization, an institution, if it desires renewal, is required to provide updated information regarding the physical location of all clinical or internship sites, number of students in clinicals or internships, and the start and end date of the clinicals or internships.

(ii) The Board shall renew the Certificate of Authorization based solely on providing clinicals or internships in Texas if it finds that the institution has maintained all requisite standards.

(F) Certificates of Authorization for Texas-based campuses which are provisionally-granted based on their main campus' accreditation expire at the end of fifteen (15) months.

(i) If accreditation has not been achieved by the expiration date, the provisionally-granted Certificate of Authorization will be withdrawn, the institution's authorization to offer degrees will be terminated, and the institution will be required to comply with the provisions of §7.8 of this chapter (relating to Institutions Not Accredited by a Board-Recognized Accreditor).

(ii) Subsequent provisionally-granted Certificates of Authorization will not be issued.

(iii) At least ninety (90) days prior to expiration of the certificate, institutions operating under a provisionally-granted Certificate of Authorization must submit either an application for a Certificate of Authorization under this section or an application for a Certificate of Authority under §7.8 of this chapter.

(G) Institutions under an existing Certificate of Authorization must immediately notify the Board if the institution or its main campus becomes subject to a sanction by its Board-recognized accreditor. The institution must provide documentation explaining its current status and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(2) Restrictions Placed on Institution under Sanctions by Its Accreditor

(A) If an institution is under sanctions by its accreditor, limitations appropriate for the sanction shall be placed upon the institution's Certificate of Authorization. Limitations may include, but are not limited to:

(i) Restrictions on adding degree programs to its authorization;

(ii) An increase in the amount of financial reserves, lines of credit or surety instrument required to maintain a Certificate of Authorization; and

(iii) Review every six months, including unannounced site visits.

(B) The Board will notify the institution via letter of all restrictions placed upon its Certificate of Authorization due to its accreditors' sanctions.

(C) The Board will place a notice of all sanctions placed upon an institution via the Board's website.

(D) Restrictions and public notification will be removed upon written documentation from the institution's accreditor that all sanctions have ended.

(3) [(2)] Grounds for Revocation of any Certificate of Authorization.

(A) – (F) NO CHANGES.

(4) [(3)] Process for Removal of Authorization.

(A) – (G) NO CHANGES.

(5) [(4)] Closure of an Institution.

(A) – (F) NO CHANGES.

(G) The institution shall transfer all academic records pursuant to § 7.15 [7.5(d)] of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort) [~~Administrative Penalties and Injunctions~~].

7.8 Institutions Not Accredited by a Board-Recognized Accreditor

An institution which is not accredited by a Board-recognized accreditor and which does not meet the definition of institution of higher education contained in Texas Education Code, §61.003, must follow the Certificate of Authority process in paragraphs (1) - (9) of this section in order to offer degrees or courses leading to degrees in the state of Texas. Institutions are encouraged to contact the Board staff before filing a formal application.

(1) - (8) NO CHANGES.

(9) Closure of an Institution.

(A) – (D) NO CHANGES.

(E) The institution shall transfer all academic records pursuant to §7.15 of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort).

7.9 – 7.10 NO CHANGES.

7.11 Changes of Ownership and Other Substantive Changes

(a) Change of Ownership or Control for Career Schools and Colleges. In the event of a change in ownership or control of a career school or college, the Certificate of Authority or Certificate of Authorization is automatically void unless the institution meets the requirements of this section.

(b) The Commissioner may authorize the institution to retain the Certificate of Authority or Certificate of Authorization during and after a change of ownership or control, provided that the institution notifies Board staff of the impending transfer in time for staff to receive, review, and

approve the documents listed in paragraphs (1) - ~~(4)~~ ~~[(3)]~~ of this subsection and provided that the following conditions are met:

(1) The institution must submit acceptable evidence that the new owner is complying with all Texas Workforce Commission requirements regarding the purchase or transfer of ownership of a career school or college;

(2) The institution must submit an acceptable written statement of assurance that the new owner understands and undertakes to fully comply with all applicable Board rules, regulations, and/or policies;

(3) The institution must submit documentation that the new owner has been approved by the institution's Board-recognized accreditor to operate the institution or is able to meet the requirements of the existing Certificate of Authority; and

(4) The institution must submit satisfactory evidence of financial ability to adequately support and conduct all approved programs. Documentation shall include but may not be limited to independently audited financial statements and auditor's reports and assurance that the new owner does not currently own or operate any institutions under financial restrictions for, or is not permanently debarred from participating in, federal financial aid by the United States Department of Education.

(c) – (e) NO CHANGES.

(f) All notifications regarding changes of ownership or other substantive changes, as defined in Section 7.3 of this chapter (relating to definitions), should be provided to the Board via the institution's designated Single Point of Contact.

7.12 – 7.14 NO CHANGES.

7.15 Academic Records Maintenance, Protection, and Repository of Last Resort

(a) Maintenance of Records at the Institution

(1) Authorized institutions are required to maintain academic records securely and permanently as required in Section 7.4 of this chapter (Standards for Operation of Institutions) and must protect the personally identifiable information of enrolled or former students.

(2) At the end of each institution's academic year, an institution shall consolidate copies of all academic records for all former students who have graduated, withdrawn, or otherwise ceased to attend during the previous academic year. These academic records, for each academic year, shall be stored separately in an identifiable and printable electronic record for each student in a format specified by the Board. The files or records are subject to inspection and shall be made available to the Board for inspection upon request.

(b) Transfer and Maintenance of Records Upon School Closure

(1) In the event any authorized institution operating in this state proposes to discontinue its operation, the chief administrative officer, by whatever title designated, of said institution shall notify the Board of its plan to secure and store all students records.

(2) If the institution is part of an educational system which is continuing to operate in other U.S. locations, the academic records shall be maintained at the main campus or corporate location. Contact information so that a student may request an academic transcript or academic records must be provided to the Board and updated as information changes.

(3) If the institution enters into an agreement with another institution to teach out or continue students' degree programs, the institution responsible for accepting the transferring students shall maintain academic records for the transferring students.

(4) If the institution is closing all locations, the academic records shall be transferred to the Board. Such records shall include, without limitation:

(A) academic information as is customarily required by colleges when considering students for transfer or advanced study; and

(B) in the format specified by the Board to ensure a separate identifiable and printable file is provided for each student.

(c) Record Protection--In the event it appears to the Commissioner that any records of an institution that is discontinuing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Board, the Commissioner may seek, on the Board's behalf, court authority to take possession of such records.

(d) Closed School Repository

(1) The Board shall maintain or cause to be maintained a permanent file of such records coming into its possession from an institution previously authorized under a Certificate of Authority or a Certificate of Authorization in a closed school academic record repository. The Board may specify the required format for records coming into its possession.

(2) Upon request and verification of identity, the Board will provide to a student either a copy of the student's academic record as received from the closed institution or the information contained in the academic record in a standard transcript format utilized by the Board.

(A) The Board will charge a nominal fee to cover the average expense of retrieval, reproduction and mailing of the student academic record.

(B) A statement will accompany the academic record providing information regarding the date of closure, verification the information contained in the academic record is as received from the institution, and no alterations to the information contained in the academic record can be made.

(3) The academic records repository is considered to be a repository of last resort.

(4) The Board may discontinue its maintenance of the repository if adequate funding is not provided for that maintenance.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 9, Subchapter N, Sections 9.670 – 9.678 of Board rules concerning certain Baccalaureate Degree Programs (Senate Bill 2118, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of this new Subchapter is to address Senate Bill 2118, 85th Texas Legislature, Regular Session which allows public junior colleges to offer certain baccalaureate degree programs.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 16, 2017.

Date Published in the *Texas Register*: October 27, 2017.

The 30-day comment period with the *Texas Register* ended on: November 27, 2017.

Staff made one change to the proposed rules. Under Section 9.678, the word "junior" was deleted and replaced with "baccalaureate".

Comments were received during the 30-day comment period. Supplemental materials with the comments and staff response will be provided prior to the December 13, 2017 Committee on Academic and Workforce Success meeting.

Chapter 9, Program Development in Public Two-Year Colleges
Subchapter N, Baccalaureate Degree Programs

9.670 Purpose
9.671 Authority
9.672 Definitions
9.673 General Provisions
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9.670 Purpose

The purpose of this subchapter is to establish the Coordinating Board's oversight for public junior colleges regarding offering certain baccalaureate degree programs.

9.671 Authority

Authority for this subchapter is provided by Texas Education Code, Section 130.302 and 130.312, which provides the board with the authority to adopt rules to administer and approve certain baccalaureate degree programs at public junior colleges.

9.672 Definitions

The following words and terms, when used in this this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Baccalaureate degree programs--any grouping of subject matter courses consisting of at least 120 semester credit hours which, when satisfactorily completed by a student, will be entitled to a degree from a public junior college, public senior college or university or a medical or dental unit.

(2) Bachelor of Applied Arts and Science (BAAS)--builds on an Associate of Applied Science (AAS) degree, as defined in Section 9.1 of this chapter, relating to definitions, combined with enough additional core curriculum courses and upper level college courses to meet the minimum semester credit hour requirements for a bachelor's degree. The degree program is designed to grow professional management skills of the learner and meet the demand for leadership of highly technical professionals in the workplace. May also be called a Bachelor of Applied Technology (BAT) or Bachelor of Applied Science (BAS).

(3) Carl D. Perkins Career and Technical Act of 2006 (Public Law 109-270, and any successor(s) thereto). The Act requires core indicators of performance for career and technical education students to be developed by each eligible agency in its State plan.

(4) Coordinating Board--the Texas Higher Education Coordinating Board.

(5) External financial governing bodies--The Government Accounting Standards Board, Texas Comptroller of Public Accounts, or similar bodies that direct the structure and process of annual financial reporting. This does not include Boards of Regents or other bodies not having the ability to compel financial reporting changes at all institutions of higher education.

(6) General academic teaching institution--means any college or university as defined in Texas Education Code Section 61.003(3).

(7) Governing board--the body charged with policy direction of any public junior college, including but not limited to boards of directors, boards of regents, boards of trustees, and independent school district boards insofar as they are charged with policy direction of a public junior college.

(8) Institutions of higher education--any college or university as defined in Texas Education Code Section 61.003(8).

(9) Medical and dental unit-- any college or university as defined in Texas Education Code Section 61.003(5).

(10) Pilot project--refers to a public junior college authorized by the Coordinating Board to offer a baccalaureate degree before January 1, 2017.

(11) Positive Assessment of the overall financial health of a district--A score of 2.0 or higher on the composite financial index as produced by the THECB in the annual Community College Financial Condition Report. (As required by the General Appropriations Act, 85th Texas Legislature, Article III Education, Public Community/Junior Colleges, Rider 12 and any successor(s) thereto).

(12) Public Junior College--any junior college as defined in Texas Education Code, Section 61.003(2).

9.673 General Provisions

(a) All baccalaureate degree programs offered at public junior colleges must comply with the provisions of this subchapter.

(b) A public junior college offering a baccalaureate degree program under this subchapter must meet all applicable accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges of a Level II institution.

(c) A public junior college district offering a baccalaureate degree program may not offer more than three baccalaureate degree programs at any time unless the institution previously participated in a pilot project to offer baccalaureate degree as defined in Texas Education Code Section 130.0012(a) notwithstanding if accredited as a single institution or as separate institutions within a district.

(d) A public junior college may be approved to offer a baccalaureate degree program

under this subchapter only if its junior college district:

(1) has a taxable property valuation of not less than \$6 billion based on the preceding year's calculations as determined by the county's appraisal district. This valuation shall include the valuation of the taxing district as well as any branch campus maintenance tax valuations; and

(2) has received a positive assessment of the overall financial health, as defined in Section 9.672 of this Subchapter, on the most recent Community College Financial Condition Report. If changes to financial reporting, mandated by external financial governing bodies as defined in Section 9.672 of this Subchapter directing financial reporting processes, or other extraordinary factors have a short-term impact to the assessment of the financial health of the institution, the Coordinating Board may, at the Commissioner's discretion:

(A) Use the most recent report not impacted by the mandated changes; or

(B) Calculate the financial health correcting for the mandated changes or extraordinary factors.

(e) Offering a baccalaureate degree program under this subchapter does not otherwise alter the role and mission of a public junior college.

(f) Degree programs offered under this subchapter are subject to the continuing approval of the coordinating board.

9.674 Program Requirements

(a) Must meet the same criteria and standards the coordinating board uses to approve baccalaureate degree programs at general academic teaching institutions and medical and dental units.

(b) Before a baccalaureate degree program can be offered at a public junior college these additional requirements must be met:

(1) workforce need for the degree program must be documented in the region served by the junior college; and

(2) how the degree program would complement the other programs and course offerings of the junior college; and

(3) Carl D. Perkins Core performance indicators of success.

(c) Before a public junior college may be authorized to offer a baccalaureate degree program under this subchapter, the public junior college must submit a report to the coordinating board that includes:

(1) a long-term financial plan for receiving accreditation from the Southern Association of Colleges and Schools, Commission on Colleges;

(2) a long-term plan for faculty recruitment that;

(A) indicates recruitment strategies and the ability to pay the increased salaries of doctoral faculty; and

(B) ensures the program would not draw faculty employed by a

- neighboring institution offering a similar program; and
- (3) detailed information on the manner of program and course delivery.

9.675 Required Articulation Agreements

(a) Before a public junior college may offer a baccalaureate degree program, the institution must provide at least three articulation agreements with general academic teaching institutions or medical and dental units that:

- (1) provide detailed information regarding existing course transfer and dual enrollment pathways, detailing the maximum number of students that can be served by the agreements, and
 - (2) explain why existing facilities and resources cannot be expanded to meet workforce need, and
 - (3) documentation that the established articulation agreements are at capacity,
- or
- (4) the reasons why no articulation agreements have been established.

(b) The Coordinating Board may not authorize a public junior college to offer a baccalaureate degree in a field if articulation agreements with general academic teaching institutions or medical and dental units are sufficient to meet the needs of that field.

(c) Each public junior college that offers a baccalaureate degree program under this subchapter must enter into a teach out agreement for the first five years of the program with one or more general academic teaching institutions or medical and dental units to ensure that students enrolled in the degree program have an opportunity to complete the degree if the public junior college ceases to offer the degree program.

(d) The coordinating board may require a general academic teaching institution or medical and dental unit that offers a comparable baccalaureate degree program to enter into an articulation agreement with the public junior college as provided by this subsection.

(e) Each public junior college that offers a program under this subchapter must inform all students who enroll in the program covered by the articulation agreement about the opportunity to complete the degree at a general academic teaching institution or medical and dental unit.

9.676 Special Requirements for Nursing Degree Programs

Before a public junior college may offer a baccalaureate degree program in nursing, the institution must:

- (1) provide evidence to the coordinating board and the Texas Board of Nursing that the public junior college has secured adequate long-term clinical space and documentation from each clinical site provider indicating that the clinical site has not refused a similar request from a general academic teaching institution or medical and dental unit; and
- (2) establish that the corresponding associate degree nursing program offered by the public junior college has been successful as indicated by job placement rates and licensing exam scores for the previous three years; and
- (3) be a bachelor of science degree program that meets the standards and criteria

the Texas Board of Nursing uses to approve pre-licensure degree programs at general academic teaching institutions and medical and dental units regardless of whether the program is a pre-licensure or post-licensure program; and

(4) be accredited or seeking accreditation by a national nursing accrediting body recognized by the United States Department of Education; and

(5) A public junior college offering a baccalaureate degree program in the field of nursing under this subchapter must demonstrate to the coordinating board that it will maintain or exceed the 2016-2017 academic year enrollment level of the institution's associate degree nursing program each academic year until the 2021-2022 academic year.

9.677 Funding

(a) Except as provided by Subsection (b) of this section, a degree program created under this subchapter may be funded solely by a public junior college's proportionate share of state appropriations under Section 130.003, local funds, and private sources.

(b) This subchapter does not require the legislature to appropriate state funds to support a degree program created under this subchapter. Nor does this subsection prohibit the legislature from directly appropriating state funds to support junior-level and senior-level courses to which this subsection applies.

(c) The coordinating board shall weigh contact hours attributable to students enrolled in a junior-level or senior-level course offered under this subchapter used to determine a public junior college's proportionate share of state appropriations under Section 130.003 in the same manner as a lower division course in a corresponding field unless the college participated in a pilot project to offer baccalaureate degree programs as defined in Texas Education Code Section 130.0012.

(d) Notwithstanding Subsection (c) of this section, in its recommendations to the legislature relating to state funding for public junior colleges, the coordinating board shall recommend that a public junior college that participated in a pilot project to offer baccalaureate degree programs as defined in Texas Education Code Section 130.0012 receive substantially the same state support for junior-level and senior-level courses in the fields of applied science, applied technology, dental hygiene, and nursing offered under this subchapter as that provided to a general academic teaching institution for substantially similar courses.

(e) In determining the contact hours attributable to students enrolled in a junior-level or senior-level course in the field of applied science, applied technology, dental hygiene, or nursing offered under this section used to determine a public junior college's proportionate share of state appropriations under Section 130.003, the coordinating board shall weigh those contact hours as necessary to provide the junior college the appropriate level of state support to the extent state funds for those courses are included in the appropriations.

(f) A public junior college may not charge a student enrolled in a baccalaureate degree program offered under this subchapter tuition and fees in an amount that exceeds the amount of tuition and fees charged by the junior college to a similarly situated student who is enrolled in an associate degree program in a corresponding field. This subsection does not apply to

tuition and fees charged for a baccalaureate degree program in the field of applied science or applied technology previously offered as part of a pilot project to offer baccalaureate degree programs as defined in Texas Education Code Section 130.0012.

9.678 Reporting

Each public junior college offering a baccalaureate degree program under this subchapter shall conduct a review of each baccalaureate degree program offered and prepare a biennial report on the operation, quality, and effectiveness of the baccalaureate [junior] degree programs in a format specified by the board. A copy of the report shall be delivered to the coordinating board by January 1 of each odd numbered year.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (5)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 – 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Sociology Field of Study Advisory Committee. The Sociology Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Sociology degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Sociology degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Sociology Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

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The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER X. SOCIOLOGY FIELD OF STUDY ADVISORY COMMITTEE

27.561 Authority and Specific Purposes of the Sociology Field of Study Advisory Committee
27.562 Definitions
27.5643 Committee Membership and Officers
27.564 Duration
27.565 Meetings
27.566 Tasks Assigned to the Committee
27.567 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.561 Authority and Specific Purposes of the Sociology Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Sociology Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Sociology field of study curricula.

27.562 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.563 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

27.564 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.565 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.566 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Sociology Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Sociology Field of Study Curricula; and
- (3) Any other issues related to the Sociology Field of Study Curricula as determined by the Board.

27.567 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (6)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 – 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Economics Field of Study Advisory Committee. The Economics Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Economics degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Economics degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Economics Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

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The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER Y. ECONOMICS FIELD OF STUDY ADVISORY COMMITTEE

27.581 Authority and Specific Purposes of the Economics Field of Study Advisory Committee
27.582 Definitions
27.583 Committee Membership and Officers
27.584 Duration
27.585 Meetings
27.586 Tasks Assigned to the Committee
27.587 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.581 Authority and Specific Purposes of the Economics Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Economics Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Economics field of study curricula.

27.582 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.583 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

27.584 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.585 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.586 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Economics Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Economics Field of Study Curricula; and
- (3) Any other issues related to the Economics Field of Study Curricula as determined by the Board.

27.587 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (7)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 – 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Mathematics Field of Study Advisory Committee. The Mathematics Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Mathematics degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Mathematics degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Mathematics Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

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The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER Z. MATHEMATICS FIELD OF STUDY ADVISORY COMMITTEE

27.601 Authority and Specific Purposes of the Mathematics Field of Study Advisory Committee
27.602 Definitions
27.603 Committee Membership and Officers
27.604 Duration
27.605 Meetings
27.606 Tasks Assigned to the Committee
27.607 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.601 Authority and Specific Purposes of the Mathematics Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Mathematics Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Mathematics field of study curricula.

27.602 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.603 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

27.604 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.605 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.606 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Mathematics Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Mathematics Field of Study Curricula; and
- (3) Any other issues related to the Mathematics Field of Study Curricula as determined by the Board.

27.607 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (8)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 – 27.627 of Board rules concerning the establishment of the Radio & TV Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Radio & TV Field of Study Advisory Committee. The Radio & TV Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Radio & TV degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Radio & TV degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Radio & TV Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER AA. RADIO AND TV FIELD OF STUDY ADVISORY COMMITTEE

27.621 Authority and Specific Purposes of the Radio and TV Field of Study Advisory Committee
27.622 Definitions
27.623 Committee Membership and Officers
27.624 Duration
27.625 Meetings
27.626 Tasks Assigned to the Committee
27.627 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.621 Authority and Specific Purposes of the Radio and TV Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Radio and TV Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Radio and TV field of study curricula.

27.622 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.623 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

27.624 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.625 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.626 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Radio and TV Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Radio and TV Field of Study Curricula; and
- (3) Any other issues related to the Radio and TV Field of Study Curricula as determined by the Board.

27.627 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee of Academic and Workforce Success

AGENDA ITEM V-N (9)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 – 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Management Information Systems Field of Study Advisory Committee. The Management Information Systems Field of Study Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Management Information Systems degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Management Information Systems degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Management Information Systems Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: October 9, 2017.

Date Published in the *Texas Register*: October 20, 2017.

The 30-day comment period with the *Texas Register* ended on: November 20, 2017.

No comments were received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER BB. MANAGEMENT INFORMATION SYSTEMS FIELD OF STUDY ADVISORY
COMMITTEE

27.641 Authority and Specific Purposes of the Management Information Systems Field of Study Advisory Committee

27.642 Definitions

27.643 Committee Membership and Officers

27.644 Duration

27.645 Meetings

27.646 Tasks Assigned to the Committee

27.647 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.641 Authority and Specific Purposes of the Management Information Systems Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Management Information Systems Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Management Information Systems field of study curricula.

27.642 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.643 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

27.644 Duration.

The Committee shall be abolished no later than January 31, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.645 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.646 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Management Information Systems Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Management Information Systems Field of Study Curricula; and

(3) Any other issues related to the Management Information Systems Field of Study Curricula as determined by the Board.

27.647 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic Workforce and Success

AGENDA ITEM V-O

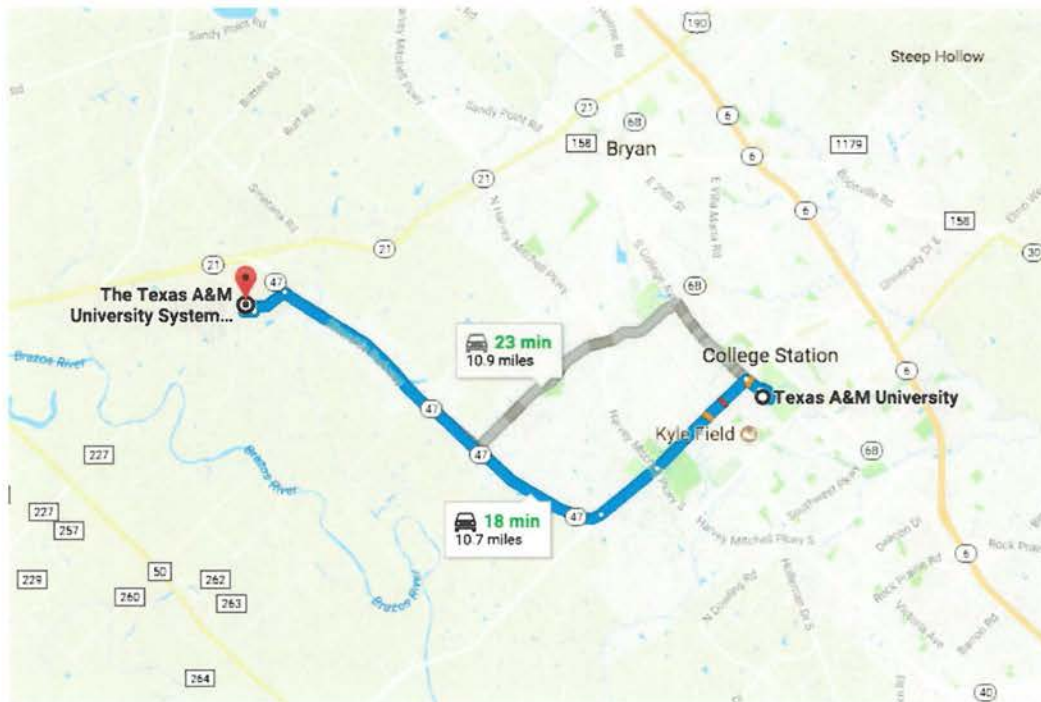
Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University to establish a University System Center (USC) in Bryan, Texas

RECOMMENDATION: Approval

The proposal responds to the request from Texas A&M University to establish a University System Center in Bryan, Texas and conforms to Coordinating Board rules, Section 5.73(6), on the establishment of Higher Education Centers.

Background Information:

Off-campus education units are a means to extend academic credit courses and programs from a parent institution to locations away from an institution's main campus. Large off-campus units, called Higher Education Centers, are expected to have substantial and growing student enrollments and a broad array of courses and programs that are offered by a single institution, by a system, or by multiple, unrelated institutions. They have minimal on-site administration and, usually, locally provided facilities. The proposed Texas A&M University System Center in Bryan (TAMUSC-Bryan) would offer an array of programs from member institutions of the Texas A&M University System.



Coordinating Board Rules, Chapter 5, Subchapter D, Section 5.73(6), require that off-campus higher education centers must receive Coordinating Board or Legislative approval due to the magnitude of their anticipated student enrollments.

The criteria used to evaluate requests for off-campus educational units are:

- need for the facility based on projected student enrollments;
- duplication of the offerings of existing institutions and higher education facilities within one hour's driving time of the proposed center;
- access for students who might otherwise not enroll in upper-division and graduate courses;
- faculty resources;
- prospects for provision of high-quality teaching and learning;
- adequacy of student support services; and
- need for the proposed programs.

1. Need: Rationale for the Proposed Designation:

On behalf of Texas A&M University System, Hannover Research conducted a survey of 648 students enrolled at Blinn College-Bryan Campus. Of these respondents, the location of Blinn College-Bryan Campus in relation to Texas A&M University (54%) and the potential opportunity to enroll at Texas A&M University in the future (68%) were rated as the two main reasons for the students enrolling at the college. Nearly two-thirds of the respondents indicated a desire to attain a bachelor's degree as the goal of their studies. Seventy-three percent of the students surveyed expressed interest in attending a campus where they could earn an associate's degree and bachelor's degree at the same location.

The survey asked for the students' top academic fields of interest. Healthcare (30%) and Business (29%) were fields of study of greatest interest to the students. Psychology (22%), biology (20%), engineering (17%), and education (17%) also produced high interest responses from the students. Pursuing a degree within the Texas A&M University System (62%) was one of the top long-term educational goals among students completing the survey.

Between fall 2014 and fall 2016, TAMU denied admission to an average of 4,626 students each year. Since Texas A&M University and Blinn College campuses are the only institutions within 50 miles of the proposed location of the TAMUSC-Bryan, upper division course offerings for students in the area are limited to those offered by TAMU. The TAMUSC-Bryan would provide these students the opportunity to enroll in programs leading to a bachelor's or graduate degree and remain in the Bryan area.

The proposed site of the TAMUSC-Bryan (3100 Highway 47, Bryan, TX 77807) has been under the operation of TAMU, off and on, since the late 1940's, when it was granted permission by the United States military to utilize the deactivated Bryan Air Base. In 1982, TAMU assumed full ownership of the property and in 1988 the property was named the TAMU Riverside Campus. The site currently houses the following agencies:

- Texas A&M Transportation Institute (TTI) Environmental and Emissions Facility;
- TTI's Roadside Safety, Traffic Engineering, Crash Test and Soil Erosion Test facilities;

- The Texas A&M Engineering Experiment Station's (TEES) Center for Autonomous Vehicles and Sensor Systems' flying range;
- The Riverside Energy Efficiency Laboratory's product evaluation and research lab;
- The Texas A&M Engineering Extension Service's (TEEX) law enforcement and public safety training fields;
- TEES Process Engineering R&D Center laboratories and training center;
- Texas A&M Center for Maritime Archaeology and Conservation laboratory;
- AgriLife Texas Apiary Inspections Service laboratory and Honey Bee program.

In May of 2016, Texas A&M University System Chancellor John Sharp announced that the System planned to spend 150 million to renovate and improve the Riverside Campus. The renovations will include new facilities for infrastructure, transportation and robotics, and a University System Center. Blinn College is also building a new facility on the property to deliver lower division courses and programs.

The campus will be renamed RELLIS, which is an acronym for the Texas Aggies' core values of Respect, Excellence, Leadership, Loyalty, Integrity, and Selfless service. The academic oversight of proposed offerings at the RELLIS facility is assisted by the Academic Partner Steering Committee and the External Academic Advisory Council. The Academic Partner Steering Committee is charged with evaluating training and degree programs that partner institutions and agencies have proposed to offer at RELLIS, and with seeking training and education opportunities that will broadly support workforce development in the region. The External Academic Advisory Committee promotes the interest of the TAMU System at RELLIS to offer academic and training programs relevant to the public and private sector needs of the state and regions served by the partner institutions and agencies.

TAMU proposes that system institutions will offer the following upper division completion programs (junior and senior level) at the TAMUSC-Bryan:

- Bachelor of Applied Arts and Sciences (BAAS) concentrating on Criminal Justice –Texas A&M International University (Year 1)
- Bachelor of Science in Nursing (BSN) - Prairie View A&M University (Year 1)
- Bachelor of Science in Criminal Justice with specialization in Criminalistics - Prairie View A&M University (Year 2)
- Bachelor of Science in Criminal Justice – Tarleton State University (Year 1)
- Bachelor of Applied Arts and Sciences (BAAS) in Business Management – Texas A&M University-Central Texas (Year 2)
- Bachelor of Business Administration – Texas A&M University-Corpus Christi (Year 1)
- Bachelor of Arts (BA) in Psychology (Health focus) – Texas A&M University-Kingsville
- Bachelor of Science (BS) in Biology – Texas A&M University-Texarkana (Year 1)
- Bachelor of Science (BS) in Health Sciences – West Texas A&M University

The projected enrollment at the TAMUSC-Bryan for the first five years are displayed in the chart below:

Year (Fall Term)	Headcount
Year 1	205
Year 2	470
Year 3	596
Year 4	686
Year 5	788

2. Duplication of the offerings of existing public institutions and higher education facilities within one hour's driving time of the proposed center:

All of the proposed programs to be offered at the TAMUSC-Bryan, except the Bachelor of Applied Arts and Sciences degree program, are offered at the TAMU College Station Campus.

3. Access for students who might otherwise not enroll in upper-division and graduate courses:

The proposed TAMUSC-Bryan would provide students who were denied admission by TAMU the opportunity to enroll in programs leading to a bachelor's or graduate degree by a TAMU System institution and remain in Bryan. This may result in the persistence of students who would have not otherwise pursued upper and graduate level degree programs in the Bryan area after attending Blinn College. Providing additional opportunities for students to attain a bachelor's or graduate degree from a TAMU System institution while remaining in the Bryan area directly aligns with and addresses the goals expressed by the respondents of the survey conducted by Hannover Research on behalf of the TAMU System.

4. Faculty resources:

Each of the member institutions will provide the faculty and respective program oversight of the instruction delivered at the TAMUSC-Bryan. The facility for the TAMUSC-Bryan has been approved for construction by the TAMU Board of Regents and will include faculty offices, general use classrooms, and allied health laboratories. Faculty will be funded by each TAMU System institution delivering the program at the center.

5. Prospects for provision of high quality teaching and learning:

Each of the member institutions are responsible for providing the faculty and programmatic oversight of the instruction delivered at the TAMUSC-Bryan. Following Southern Association of Colleges and Schools Commission on Colleges policy 3.4.10, the faculty at the institution awarding the specific academic credential, regardless of level, are responsible for the content of the degree program and the assessment of that program.

6. Adequacy of student support services:

TAMU System plans to minimize the costs of operation of the center by establishing a system of delivering student services that are shared and supported by all academic partners, instead of requiring each partnering institution to provide these independently. This system of delivery will provide student services to meet student needs, but eliminate the unnecessary duplication of effort. The TAMU System established a task committee to identify staffing needs in terms of enrollment management, student success, and student affairs. The task committee surveyed regional academic institutions with less than 15,000 students and, based on the results of the survey, recommended benchmark staffing levels for support services.

7. Financial Arrangements to Support the Center:

The financial model for the operation of the RELLIS campus is still being finalized. The TAMU System projects the primary cost drivers for RELLIS are student services, shared administration and operation, facility maintenance and upgrade, security, and utilities. Institutions will receive tuition and fee revenue when students enroll in their specific program. Additionally, all RELLIS students will be assessed a designated tuition and fee rate for the center. The institutions delivering the degree program and enrolling students will initially collect and receive all semester credit hour revenue. Revenue for the RELLIS campus will be from a RELLIS designated tuition, a university services fee, a RELLIS SCH tuition assessment, and a program differential tuition assessment.

A standardized RELLIS designated tuition rate is being considered for students studying at RELLIS. This RELLIS designated tuition rate would have to be approved by the TAMU System Board of Regents and is anticipated to place the total cost of tuition and fees paid by students completing a 120-hour degree program at RELLIS at about the median cost of the same degree program wholly completed on their home campuses. Since lower-division coursework will be offered at a lower tuition rate by Blinn College, the RELLIS designated tuition rate can be higher than the designated tuition rate at the home campus. This would still allow the total cost of the degree program to not exceed the median of the System institutions.

Each institution offering a degree at RELLIS would be assessed a portion of the semester credit hour tuition revenue it receives to pay for System provided services and costs incurred at RELLIS. A percentage of the participating institution's program differential tuition would also be assessed by RELLIS to pay for the costs of services provided by the System. The only direct costs each institution is expected to incur are the faculty salaries and benefits for delivering the degree programs.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.